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American Indian students who graduated from high schools in 6 states in 1962 were located to determine experience patterns in the first 6 post high school years. Interviews were conducted with 287 graduates in 13 states. About 70 percent entered post high school academic or training programs which approximately one half completed. Employment was frequently unrelated to training. One half of those interviewed were working for pay or profit, while keeping house and unpaid family jobs were the next highest categories of work. Family size and position in family had some relation to continuance of formal education for females. Education of fathers apparently had no significant effect, but gainful employment of mothers related positively to graduates' post high school plans. The majority of the graduates did not speak an Indian language. Those who participated in school activities tended to enter post-secondary education programs. Many were dissatisfied with their present jobs and felt the need for further education. Indications were that information made available on post high school opportunities was inadequate. Study results suggested that Indians should have direct involvement in the initiation, planning, and execution of educational programs designed to aid in their own development. The questionnaire and interview guide used in the study are appended. (JH)

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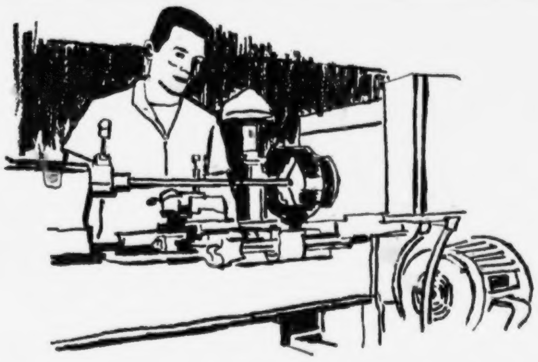

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After High School, What?

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NORTHWEST REGIONAL EDUCATIONAL LABORATORY

The Northwest Regional Educational Laboratory is a nonprofit corporation working with more than eight hundred member institutions in the Northwest United States to apply the findings of research and technological development to improve educational practice. This study is a part of the efforts of the Laboratory to develop and disseminate data and conceptualizations useful in evaluating and designing improvements in intercultural education. The research reported herein was performed pursuant to a contract with the U. S. Department of the Interior, Bureau of Indian Affairs.

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Al Selinger

November, 1968
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PART I

INTRODUCTION

There is still a deep concern for the high school dropout although dropouts are decreasing as a percentage of the population. This concern is expressed because school teachers and administrators regard the extent to which students remain in attendance and graduate from school as an important index of the effectiveness of the school program. Yet an equally important and valid index of the value of school programs is what happens to the student once he does graduate from high school.

The manufacturer of goods or supplier of services is vitally concerned with what happens to the product after it leaves his plant. Indeed, huge sums of money are expended on consumer and other surveys to obtain factual knowledge concerning acceptance and utilization of products. This knowledge then is employed to improve the product or its packaging or the marketing technique. Yet, curiously, few schools evidence any concern about what happens to the high school student after he graduates, except to brag about the occasional alumnus who achieves some marked success. "Out of sight, out of mind," best characterizes the attitude of most schools toward their graduates. And yet, without hard, pertinent, reliable data on what happens to the post high school graduate, on what basis can the school really evaluate the effectiveness of its programs?

The research literature, other than the occasional study more concerned about the high school graduate who continued on to college rather than concerned with all high school graduates,[1] is almost barren where this topic is concerned. The literature is completely barren when the subject is narrowed to what happens to a high school graduate in the post high school period if he is a member of that minority group, the American Indian. And this is a minority group whose problems and frustrations are truly legion since for the most part its members are from a land based culture with its own languages and heritage and, above all, its own distinctive set of cultural values which the culture of the white man has modified but has been unable to destroy or replace.

This study follows the training and vocational development of about 50 percent of all American Indian high school graduates of 1962 from a six-state area. It traces their employment and training patterns between 1962 and 1968. The major factors studied were the importance of environment and opportunity in the development and attainment of occupational status. What effect did the educational experience have on these graduates and to what use did they put it?

A large number of the high school graduates surveyed felt they had not been equipped by their education to meet the demands of living in the post high school world. Five years after their graduation they already felt unsuccessful and had only vague plans to effect any changes in their lives. Most felt the need for further training in order to obtain a good job which would afford them satisfaction. Many were on their way to fulfillment in their lives or careers but a larger number felt unsuccessful in their jobs or educational experiences and failed to take any pride in their accomplishments.

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[1] See for example J. W. Trent and L. L. Medsker, Beyond High School, (Berkeley: University of California, 1967).

At that point in life when a student graduates from high school, he is faced with making critical decisions about a future career. Unless he has been educated to make decisions and has been given the necessary knowledge on which to base these decisions, he may choose wrong or unrealistic goals which will not result in a viable future. In order to give the student the widest and freest possible choices, his education should have provided him with self-direction, creativity, and flexibility. Thus his education, and especially the counseling, should have been directed to increasing maturity in decision making. There is a noticeable absence of the factors which contribute to self-direction in the educational background of most of the high school graduates surveyed in this study.

Research Objectives

There is a recognized need for compilation of specific data concerning the post high school training and employment experiences of Indian high school graduates. What becomes of the Indian youth after he receives a high school diploma? Does he continue his formal education? If so, in what type of training program does he enroll and for how long does he remain? Or does he accept immediate employment following high school graduation? If so, what is the type of employment accepted and how permanent is it? What personal, familial and experiential factors characterize the young Indian adult?

The related questions which the present research attempts to answer within the limitations of the collected data are as follows:

1. How many of the high school graduates continued into post high school programs? How many did not continue their formal education?
2. What were the variety of post high school programs entered?
3. Why did some choose to continue formal education and others did not?
4. What commonalities in background existed for those who did (and for those who did not) continue their formal education: sex, size of family, blood quantum, extent to which they spoke their native language, repetition of grades or subjects, educational level of parents, number and type of schools attended, occupation of parents, favorite subject and/or activity in high school?
5. What were the employment and/or unemployment patterns of those who did not continue their formal education?
6. What were the sources and amounts of financial assistance received to continue formal education?
7. What are the perceptions of the high school graduates as to:
    a. What they expect to do in the immediate future?
    b. What course they would follow if they could retrace their post high school past?
    c. The encouragement they received to continue formal education?

d. The contribution of their high school education to their present status?

e. The extent and value of the counseling received in high school?

f. Why their fellow students did not graduate from high school?

g. The effect of their peer group on their achievement and educational plans in high school?

h. Whether or not they experienced prejudice and, if they did, its effects on their education or educational plans?

i. The extent to which, at present, they consider themselves "successful"?

Research Procedures

Many of the steps taken in cumulating, analyzing and synthesizing data overlapped during the period of time the study was in progress. Initially and throughout the study pertinent literature and research related to the problems under investigation were systematically received. Numerous conferences and meetings on the education of American Indians were attended. Although the main effect of these efforts was to reveal the paucity of research in the area of interest, many insights and impressions, later reflected in the analysis of the collected data, were gained.

An Advisory Committee for this post high school follow-up study was selected. Members of the Committee were chosen for their interest and expertise in the field of education of American Indian students. The major functions of the Committee were to advise and consult on the types of information to be collected, methodology to be utilized and to suggest names, places and agencies for the information bases. For these purposes the Committee met in Portland for a two-day work session and thereafter members were consulted on an individual basis.

The target population of the study was comprised of all the American Indian graduates of senior high school as of June, 1962, from the six-state region of Oregon, Washington, Idaho, Montana, North Dakota and South Dakota. For purposes of this study an Indian was defined as anyone who, regardless of degree of Indian blood, considered himself or herself Indian and whose life style and associations were such that others perceived them as being Indian. Identification of members of the target group was made by telephone call to each school or institution in the six-state area which conceivably might have graduated any students from high school in June 1962. A follow-up letter and a form on which to tabulate information then was mailed to each school which indicated it had graduated one or more Indian students. Periodic checking with the schools until the requested information was obtained eventually resulted in a one hundred percent identification. The information on identification of graduates was checked against tribal rolls, records of tribal education committees and State Department of Education reports on school districts enrolling Indian students.

Two instruments to be used in collecting information and perceptions from the target group were constructed. The first was a questionnaire soliciting factual information which was completed by the respondent. The second was an interview guide on which the responses of the interviewee were recorded by an experienced interviewer. Questions were based on the type of information identified by the Advisory Committee. Both the questionnaire and interview guide were extensively field tested in different locations on four separate occasions, suitably revised after each field testing and finalized in the fifth version. (See Appendix A for copies of the questionnaire and interview guide)

Interviewees responding during the field testing of the instruments indicated, where a preference was expressed, the ideal interviewer would be an experienced, non-Indian, middle-aged male. Although the expressed preference for interviewer was used as a guide when interviewers were employed, emphasis in the selection was heavily weighted toward experience in interviewing, acceptance of others on an individual basis and availability to interview. Recommendations were solicited from elected and appointed tribal officials, Community Action Program personnel, university teachers and any other persons in a position to make knowledgeable recommendations. The interviewers were interviewed prior to being employed and were briefed on the study, the instruments and methods of interviewing. They were not, of course, equal in their ability to conduct an interview and thus there was some unevenness in the data collected.

Of the twenty-eight interviewers employed, twenty-two were male and eight were female. Twenty-one of the interviewers considered themselves Indian and the other seven, all male, were non-Indian.

Locators were employed to pinpoint the last known addresses of identified graduates. This difficult task, since almost one-half of the identified population was extremely mobile, involved contacting schools, parents, relatives, friends, former classmates, relocation centers, tribal offices, agency offices, prisons and other institutions. A part-time office was established in Bismarck, North Dakota, under the direction of Phyllis Ree to assist in this and other phases of the work. Almost all the locators were of Indian ancestry.

The distribution of the students identified in the six-state region as high school graduates was as follows:

State	Number
Oregon	35
Washington	88
Idaho	19
Montana	134
North Dakota	130
South Dakota	220
Total Identified	626

Of those identified, twelve persons were deceased and forty-four refused interviews for reasons which were generally unstated. Thus,a potentially interviewable population of 570 was obtained. Of this number 287 or 50.4 percent were interviewed of whom 145 or 50.5 percent were female and 142 or 49.5 percent were male. Those interviewed were scattered throughout thirteen states with, as might be expected, the largest and smallest concentrations located in South Dakota and Idaho respectively.

Partly to guarantee the anonymity of the interviewees and partly to facilitate analysis of the data through the use of the coding, programming and computer services of the Laboratory, the data were collected and analyzed in the Portland offices of the Northwest Regional Educational Laboratory.

PART II

THE INDIAN GRADUATE IN THE POST HIGH SCHOOL WORLD

The first major and general question to which this study addressed itself was that of what happened to the Indian student following graduation from high school. To facilitate the analysis of the data, the interviewed population was dichotomized into "persisters" and "non-persisters." A "persister" was defined as a student who, after graduation from high school, continued his formal education or training whether academic, vocational or technical in nature, although not necessarily to completion. A "non-persister" was defined as a student who, after graduation from high school, became unemployed or accepted employment but did not pursue further training or continue formal education. Each of these categories was further subdivided into "male" and "female."

The total number of answers to any question did not always correspond exactly with the total number of interviewees. Many of the interviewees responded with multiple answers to some of the questions while in other instances a few of the interviewees could not or would not respond to a question.

Current Status of the Graduates

Of the 287 high school graduates interviewed, 102 (35.6 percent) were female persisters and 100 (34.5 percent) were male persisters. Of the non-persisters, 43 (15.0 percent) were female and 42 (14.6 percent) were male. Thus, of the 287 interviewees, 202 (70.0 percent) were persisters contrasted with 85 (30.0 percent) who were non-persisters.

The number who were persisters appears to be very high but, as will be shown later, about half of those who continued into post high school training or educational programs did not complete them. Further, those Indians who complete high school constitute a relatively select group. The dropout rate for Indian students in senior high school is approximately three times that of the general high school population.[1] One would expect that, having survived high school, these select students would attempt to further their education or training.

At the time when the high school graduates were interviewed, they had been out of high school for almost six years. What they were doing at that point in time is indicated in Table 2-1 on the following page.

A considerably higher percentage of the female persisters were working for pay or profit than were the non-persisters but a higher percentage of female non-persisters were engaged in housework than were female persisters. Very probably, more female persisters than non-persisters were employed for pay after marriage because they had acquired skills which were in demand by employers. This conjecture is supported by the fact that over double, by percentage, of female non-persisters were seeking work.

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[1] Selinger, A. D., The American Indian High School Dropout: The Magnitude of the Problem, Northwest Regional Educational Laboratory, Portland, Oregon, September 1968.

TABLE 2-1. Employment Status of the Interviewed Population at the Time of Interview

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Employment Status				
Working for pay or profit	44	31	58	56
Unpaid family work	6	8	9	15
Looking for work	3	8	14	16
Unemployed by reason of illness	1	0	1	4
Keeping house	37	49	0	0
Attending school	5	0	6	0
Permanently unable to work	1	0	0	2
Voluntarily idle	2	2	4	2
Other activity	2	2	8	5

About the same percentage of male non-persisters were employed for pay or profit as were persisters. A gap between these percentages appears when account is taken of the number of male persisters still pursuing further training or formal education. As with the females, a higher percentage of non-persisters were actively seeking paid employment.

The high school graduate who immediately goes to work does not have the benefit of the specialized training received by the student who continues his academic or vocational education. Most students who complete high school have no clear idea of the type of employment they are suited for and most have an unrealistic job expectation, attempting to secure jobs without the specified qualifications called for by employers. Even those who do enter training or education programs but discontinue them before completion may find a great difference between their stated vocational aspiration and attainment.

TABLE 2-2. Employment Categories of the Interviewed Population at the Time of Interview

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Categories				
Professional	10	0	8	3
Managerial	0	0	11	5
Clerical	39	16	7	3
Sales	0	3	1	7
Craftsmen	1	0	6	0
Operatives	4	8	15	13
Laborers	2	5	28	45
Private Household	0	5	0	0
Service Work	3	3	1	5
Farm Managers	0	0	3	3
Farm Laborers	0	0	1	5
Housewife	27	58	0	0
Military	0	0	3	0
Student	6	0	8	0
Unemployed	8	3	8	11

Not surprisingly, the persisters, by reason of their advanced training and acquired skills, were more heavily represented in professional and managerial occupations than were the non-persisters. Most of the occupations categorized as "professional" were in teaching. Over twice the percentage of female persisters as compared to non-persisters were in clerical occupations, again reflecting increased training.

Among the females, the non-persisters were over double the percentage of persisters who were engaged solely as housewives. As expected, because of a lack of marketable skills, a much larger percentage of male non-persisters than persisters were employed as laborers.

The percentage of male persisters who were unemployed was only slightly less than the unemployed non-persisters. One might think this attributable to the scarcity of jobs for trained persons in areas close to where they wish to live. More likely, it is attributable to the view of the non-persister: if he can get an odd day of work now and then and meanwhile keep himself occupied in social activities visiting friends and relatives, etc., he is not really unemployed.

TABLE 2-3. Residence On or Off a Reservation of Persisters and Non-Persisters at the Time of the Interview

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Residence				
On Reservation	59	42	65	69
Off Reservation	41	58	35	31

The most valuable resource of a community, as of a nation, is its people. The majority of persisters and non-persisters, excepting the female non-persisters, have established their residence on a reservation. That less than one-half the female non-persisters chose a reservation on which to live reflects the lack of jobs for unskilled females on a reservation and the lack of opportunity for members of this group to contract a marriage on a reservation. The tendency of the females, contrary to what occurs among the general population, is to marry males with less formal education than themselves.

In recent years there has been an increasing demand for skills on the reservations. Thus there is very little difference between male persisters and non-persisters who chose to live on a reservation. The upgrading of the level of acquired education and training of reservation residents should result, in future years, in a growing demand for improved standards of living and opportunities for skilled employment on the reservations.

Of the 287 individuals interviewed, 195 (68 percent) of them were married at the time they were interviewed. Of these, 74 percent (75) of the female persisters and 81 percent (35) of the female non-persisters were married; of the males, 55 percent (55) of the persisters and 71 percent (30) of the non-persisters were married. Both male and female non-persisters had a higher percentage of marriage than persisters but the female marriage rate was considerably higher than the marriage rate of the males.

Obviously, marriage had no effect on the educational plans of those who are, as yet, unmarried. Very few of the students were married before graduating

TABLE 2-4. When Persisters and Non-Persisters Married and the Effect of Marriage on Educational Plans

	Female Persister (N=75) %	Female Non-Persister (N=35) %	Male Persister (N=55) %	Male Non-Persister (N=30) %
When Married				
Before high school graduation	4	3	7	0
After high school graduation	21	97	33	100
During post high school training	20	0	27	0
After post high school training	55	0	33	0
Effect on Educational Plans				
No effect	57	66	73	87
Marriage Obligations Precluded further training	39	34	22	13
Expelled from training program	4	0	5	0

from high school. The number of female persisters who indicated marriage had no effect on their educational plans corresponds almost exactly with the number who did not marry until after completion of their post high school training. Those female persisters who married prior to or during the training program were the students who did not continue or complete their training programs. Obviously, they were unable to carry both the obligations of continuing their education and their responsibilities as married women. Even among the female non-persisters, about one-third indicated that they did not pursue post high school training because they would not or could not postpone marriage.

The effect of marriage on educational plans was not nearly so serious for the males. Three-quarters of male persisters felt no effect on their educational plans and only one-eighth of the male non-persisters gave marriage as a major factor in discontinuing their post high school training.

Post High School Education and Employment

Many factors, consciously and unconsciously, enter into the decision of a student when he selects what to do after high school graduation. Although the school and the type and quality of the preparation it offers the student help to determine, regardless of student plans, what the student does in the future, a complex of factors such as available financial support and encouragement from home, also enter in varying degrees into the decision making process. Of the 287 respondents, 70 percent (202) entered into some type of post high school program but only 52 percent (106) of these actually completed a program.

The largest percentage of male graduates of public high schools initially entered a university but the females tended to enter a private technical-vocational institution. A majority of the male and female graduates of private high schools chose university and the next largest group of these entered a private technical-vocational institution. A considerably higher percentage of the private high school graduates entered university than did public school graduates. But, when the students from public schools who entered a junior college are added to those who entered a university, percentages of students from public and private schools

TABLE 2-5. Type of Post High School Institutions Entered by Indian Graduates of Public, Federal and Private High Schools

Institution Attended*		Public Tech-Voc	Private Tech-Voc	Federal Tech-Voc	University or College	Junior College
	N	Entered %	Entered %	Entered %	Entered %	Entered %
Public Schools						
Female	53	11	47	15	34	13
Male	61	26	30	8	56	30
Total	114	19	38	11	46	22
Federal Schools						
Female	34	12	32	47	29	6
Male	30	33	20	43	27	14
Total	64	22	27	45	28	9
Private Schools						
Female	15	27	40	27	47	0
Male	9	33	44	11	67	0
Total	24	29	42	21	54	0

* Many students attended more than one institution so totals of entry into institutions are not equal to totals of graduates from high school.

who pursued further academic education are almost equal. In 1962 junior colleges were not as numerous or non-academically oriented as today. As with graduates of public schools, the next largest group of private school graduates entered a private technical-vocational institution. By far the largest percentage of graduates of federal high schools entered a federal technical-vocational institution with the next largest groups, almost equal, entering university and private technical-vocational schools.

Some of the students who entered a post high school training institution did not remain to complete a course but transferred to a second and, in a few cases, to a third institution before completing or dropping out of a program. Male and female students from federal and private high schools did not differ significantly in percentages of those who transferred to a second or third institution. However, among graduates of public high schools, 39 percent of the males compared to only 19 percent of the females entered a second institution and 10 percent of the males compared to 2 percent of the females tried a third training school. For graduates, male and female, of public, federal and private high schools, the figures for transfers to other institutions are:

Public schools: 30% to a second and 6% to a third institution;
Federal schools: 28% to a second and 3% to a third institution;
Private schools: 33% to a second and 12% to a third institution.

The greatest mobility from one institution to another occurs among private school, followed by public school and then federal high school, graduates. The higher mobility among males from public schools and graduates of private high schools is partially explained by the tendency of these students to enroll at universities where courses are rigorous and dropout rates high while graduates from federal high schools tend to enroll in federal technical-vocational schools where the change from the high schools they attended is not so great and the dropout rate is much lower.

TABLE 2-6. Number of Students Completing Programs in Post High School Institutions Entered by Indian Graduates of Public, Private and Federal High Schools

Institution Attended		Public Tech-Voc	Private Tech-Voc	Federal Tech-Voc	University or College	Junior College	Totals	
	N	Comp N	Comp N	Comp N	Comp N	Comp N	Completions N	%
Public Schools								
Female	53	3	11	3	6	2	25	47
Male	61	7	8	4	10	5	34	56
Total	114	10	19	7	16	7	59	52
Federal Schools								
Female	34	0	4	7	5	1	17	50
Male	30	6	3	4	2	1	16	53
Total	64	6	7	11	7	2	33	52
Private Schools								
Female	15	4	3	2	1	0	10	67
Male	9	2	1	1	0	0	4	44
Total	24	6	4	3	1	0	14	58
TOTALS								
Female	102	7	18	12	12	3	52	51
Male	100	15	12	9	12	6	54	54
Total	202	22	30	21	24	9	106	52

The completion rate of students in post high school programs was highest among female graduates of private high schools and lowest among males from private schools. The next highest rate of completions occurred among the male public school graduates and the second lowest rate of completions was among female graduates from public schools. Of all the students who entered post high programs, only slightly more than one-half of them ever completed programs.

TABLE 2-7. Completions of Programs in Post High School Institutions Entered by Indian Graduates of Public, Private and Federal High Schools as Percentages of Entries Into Institutions

Institutions Entered	Public Tech-Voc		Private Tech-Voc		Federal Tech-Voc		University or College		Junior College	
	Ent N	Comp %	Ent N	Comp %	Ent N	Comp %	Ent N	Comp %	Ent N	Comp %
Public Schools										
Female	6	50	25	44	8	38	18	33	7	29
Male	16	44	18	44	5	80	34	29	18	28
Total	22	46	43	44	13	54	52	31	25	28
Federal Schools										
Female	4	0	11	36	16	44	10	50	2	50
Male	10	60	6	50	13	31	8	25	4	25
Total	14	43	17	41	29	38	18	39	6	33
Private Schools										
Female	4	100	6	50	4	50	7	14	0	0
Male	3	67	4	25	1	100	6	0	0	0
Total	7	86	10	40	5	60	13	8	0	0
TOTALS										
Female	14	50	42	43	28	43	35	34	9	33
Male	29	52	28	43	19	47	48	25	22	27
Total	43	51	70	43	47	45	83	29	31	29

A difficulty in interpreting the figures in the preceding Table exists in that a student could enter a program in an institution and then transfer to the same or similar program in another institution. Thus, multiple entries show up in the figures and rates of completion of programs are lowered. One fact does stand out. As expected, completion rates for the entries into university or academic programs are substantially lower than for students entering technical-vocational programs.

TABLE 2-8. Entries Into Programs of Post High School Institutions by Indian Graduates of Public, Private and Federal High Schools as Percentages of Those Entering Programs in Each Institution

Type of Training	Public Tech-Voc		Private Tech-Voc		Federal Tech-Voc		University or College		Junior College	
Total N	20	21	47	30	27	26	36	48	9	22
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Engineering	--	--	--	--	--	4	--	4	--	--
Agriculture	--	--	--	--	--	4	--	2	--	18
Home Economics	--	--	--	--	26	--	--	--	33	--
Radio-TV	--	5	--	3	--	--	--	--	--	--
Business Education	5	14	26	23	30	12	8	27	--	18
Education	--	--	--	--	--	15	25	27	--	--
Liberal Arts	--	--	--	--	--	--	42	21	22	23
Secretarial	60	10	44	3	19	--	8	--	33	--
Printing	--	--	--	--	--	12	--	--	--	--
Social Science	--	--	--	--	--	--	3	--	--	--
Nursing	20	--	9	--	15	--	14	--	10	--
Mathematics	--	--	--	--	--	--	--	6	--	4
Drafting	--	5	--	7	--	8	--	4	--	--
Physical Education	--	--	--	--	--	--	--	2	--	14
Mechanics	--	38	--	40	--	35	--	2	--	4
Cosmetology	5	5	17	--	7	--	--	--	--	--
Electronics	--	14	--	17	--	--	--	--	--	--
Veterinary Science	--	--	--	--	--	--	--	--	--	4
Masonry	--	--	--	--	--	4	--	--	--	--
Science	--	--	--	--	--	--	--	4	--	--
Art	--	--	2	3	4	4	--	--	--	--
General Vocational	10	10	--	3	--	4	--	--	--	14

The most popular program entered by girls at public technical-vocational schools and at private technical-vocational schools was secretarial; at federal technical-vocational schools it was business education, closely followed by home economics; at universities, liberal arts was most popular followed by education; at junior colleges, home economics and secretarial programs were equally popular.

The boys first selected mechanics at the public technical-vocational schools which enjoyed popularity at the private technical-vocational institutions. At the federal technical-vocational schools, mechanics was also the most popular program. For males at universities business education and education were equal as first choices followed by liberal arts. Liberal arts was the most entered program at junior colleges followed by agriculture and business education as equal choices.

The selections of programs indicate a leaning toward eventually getting into white collar jobs but there is a notable absence of entries into the traditional prestigious professions such as medicine and law.

When asked why they selected a particular post high school program to enter, respondents frequently were vague in their replies or had multiple reasons for their decisions. Almost one-half, 48 percent, of the females replied they selected a particular program because it interested them, 14 percent selected their training on the advice of a counselor, 10 percent on the advice of a friend, 9 percent because there were no openings for applicants in the training program they preferred, 6 percent because such a selection presented the easiest course of action available to the student. The remainder, each category representing less than 3 percent of respondents selected a particular program because of lack of financial assistance, the training led to a white collar job, the training offered job security or the short term of training required appealed to the student.

The majority, 57 percent, of male respondents indicated they entered a training program because it interested them, 9 percent because of the advice of a counselor, 9 percent because the training offered job security, 5 percent because of no openings for applicants in the training they preferred, 4 percent on the advice of friends. The remainder, each category representing less than 2 percent of the respondents selected a particular program because the training led to a white collar job, it was the easiest course of action to follow or the training period was of short duration.

Fifty-seven percent of the females and 53 percent of the males discontinued the post high school program they initially entered. When asked why, a few were unable to verbalize an answer and a few gave multiple reasons.

TABLE 2-9. Reasons of Indian High School Graduates for Discontinuance of Post High School Programs

Reasons	Female (N=49) %	Male (N=47) %
Lack of interest	27	23
Inadequately prepared	8	11
Got into trouble	6	9
Marriage	24	4
Pregnancy	6	0
Inadequate finances	18	32
Military draft	0	6
Homesick	4	2
Illness	2	4
To accept well-paying employment	4	9

The major reason for discontinuance from programs by the girls was a lack of interest in the program. This was the second major reason advanced by the males whose major reason was a lack of money to finance continued training. Both reasons reflect inadequate counseling for the students when they were in high school.

Nevertheless, of those who discontinued their program, 45 percent of the females and 51 percent of the males resumed their post high school education. Seventy-six percent of the females and 71 percent of the males who resumed did so because of a desire to improve themselves through furthering their formal education. Another 14 percent of the females returned to programs because they found themselves unemployable with the limited skills at their command.

Those who resumed their post high school education did not, in every case, return to the program they had discontinued. Twenty-six percent of the females and 34 percent of the males resumed their education in different programs which they felt were more nearly in accord with their interest and ability.

One would naturally expect that persons who took a particular type of training would, after completing or even partially completing their training, seek employment directly related to their acquired skills. The initial employment accepted following training was not related to the training of 37 percent of the females and 60 percent of the males. Thirteen percent of the males did not accept related employment because they were drafted into the military service and 8 percent of the females put their marriage before related employment. But the most important factor in deciding acceptance for initial employment after training for both females and males was the geographic location of the place of employment. Eighty-eight percent of the females and 83 percent of the males who accepted employment unrelated to their training did so because employment related to their training was unavailable in the geographic location where they chose to live. These people chose to live on or near the reservation where their relatives or relatives of their spouse had their home. The alternative to moving where suitable jobs are available, and thus avoiding the waste of trained talent, is to create suitable jobs in geographic areas where these people desire to live. Since so many of the Indian graduates seem to value their extended family relationships more than the type of employment available, it seems that the latter alternative is the more logical.

Complete and accurate information on financial assistance received by Indian high school graduates to enable them to pursue post high school education is impossible to obtain. Frequently, the sources of financial assistance did not divulge to the students the monetary amount expended on their behalf. Funds were sent directly to a training institution, college or trustee to administer. In other cases tuition payments and/or room and board bills and even bills for educational supplies or clothing were paid directly by the funding source to the supplier without the beneficiary having even a vague notion of the amounts being spent.

This seeming lack of trust in young adults was evidenced not only by dispersing agencies such as the Bureau of Indian Affairs but also by many of the tribes. One of the negative effects of this lack of trust in young adults is effectively to slow down their maturation rate. Another pernicious effect of handling assistance funds in this way was expressed by several young married college students who complained they had never experienced effects of racial prejudice until scholarship or assistance funds had been deposited at the college to be administered on behalf of the student. Suddenly, in spite of the supposed confidential nature of the transaction, the student found himself regarded with some contempt as, "another Indian getting something for nothing." The self-image of the individual takes a severe battering when the scholarship he receives is regarded as, "something for nothing" while non-Indian students are praised by all for their tremendous achievement in securing a scholarship award. The following Table, then, does not give the complete picture of the amount of financial assistance received by the students. It does give some idea, however, of the amounts received and the sources from which they were obtained.

More students received financial assistance from the Bureau of Indian Affairs than from any other source, followed by assistance from their tribe. The females averaged considerably larger amounts from the Bureau of Indian Affairs than the males who averaged larger amounts from the tribe than did females. The largest average amount received from any assisting source was from some federal government agency other than the Bureau of Indian Affairs. Very few students received financial assistance from their relatives, reflecting not a lack of generosity but the low income level of these people. The average amount of financial assistance obtained from all sources was almost identical

TABLE 2-10. Sources and Average Amounts of Financial Assistance Received by Indian Students Enrolled in Post High School Programs

	Female (N=124)		Male (N=129)	
	%	Average Amount	%	Average Amount
Tribe	14	$ 670	14	$1,034
B.I.A.	37	750	36	474
State	5	513	8	250
Federal	9	1,200	18	1,207
Relatives	6	1,439	1	500
Mission	2	63	1	300
College	8	565	2	205
G.I. Bill	1	1,000	5	500
Athletic	0	0	2	100
Other	19	125	14	55
TOTAL AVERAGE		$ 640		$ 650

for both females and males. All of the students who entered post high school programs obtained financial assistance from at least one source but only 24 percent of them managed to supplement their resources with assistance from another funding source. Whether students have available sufficient sources and amounts of financial assistance remains unclear. The large number of students who discontinue programs for financial reasons indicate that if a sufficient amount of monetary assistance is available, the students are unaware of and therefore unable to tap these resources.

As indicated earlier, 30 percent (85) of the high school graduates interviewed did not pursue further education or training beyond high school. More than a month after graduating from high school 38 percent of the students who did not enter post high school programs were unemployed. The males, 69 percent employed, were more successful than the females, 56 percent employed, in securing employment. An overwhelming majority of 93 percent of the unemployed males, although they made no serious effort to seek employment elsewhere, felt they were unemployed because employment of any kind was not available for them in the geographic area where they chose to live. Forty-eight percent of the unemployed females advanced the same reason but 29 percent were unemployed by reason of marriage or pregnancy and another 23 percent said they did not seek employment because they just did not feel like working.

Five percent of the non-persisters were self-employed following high school graduation. Half of these chose to be self-employed because they could earn more this way than they could by working for someone else and the other half because they wished to be independent.

For those non-persisters who did find employment after graduation from high school, it is not surprising that 26 percent of the females became unskilled laborers and another 26 percent found employment in low-level clerical jobs. Eleven percent of these females became sales clerks and the remainder acquired jobs as operatives, household help and so forth.

The male non-persister fared similarly. Forty percent of them were employed as unskilled laborers and 23 percent as farm laborers; 11 percent found employment as operatives, 9 percent entered the military and the remainder took jobs as sales clerks and so forth.

An examination of the reasons why the non-persisters accepted the type of employment they entered after high school graduation points up the very limited choice of employment available to the Indian who limits his formal education or training to high school graduation. This is particularly true when the Indian graduate chooses a place of residence on or near a reservation. Seventy-two percent of the female and 54 percent of the male non-persisters accepted a particular type of employment because it was the only employment available to them. Twenty percent of the females were fortunate enough to get employment related to their interests and 8 percent entered employment related to training they received in high school. Thirty percent of the males obtained employment related to their interests; only 6 percent secured employment related to their high school training and 9 percent entered the military service to satisfy their military obligation.

The non-persisters who managed to secure employment after high school graduation stayed close to home. Eighty-eight percent of the females and 89 percent of the males established their residence on or near a reservation.

The unskilled jobs most of the non-persisters obtained were not very stable; 68 percent of the females and 76 percent of the males did not stay with the first job they secured after high school graduation. The average length of time the initial job was held by females was 12 months and the average time the females held their second job was 11 months. The male non-persister tended to hold on to jobs for a longer average time; 14 months for the initial job and 15 months for the second job. Of the girls who switched employment from their initial job, 41 percent had been employed in clerical and 29 percent in laborer type of jobs. Seventy percent of the boys who changed jobs had been employed as laborers or farm laborers.

The primary reason given by both females (39 percent) and males (49 percent) for changing their job was to improve their financial position. Twenty-eight percent of the females changed jobs because of marriage, 17 percent because the new job held more interest for them and the remainder because of family responsibilities. Twenty-five percent of the males changed jobs because of family responsibilities, 21 percent became unemployed and the remainder changed jobs in order to improve their financial position.

Obviously, future prospects are not too bright for the Indians who did not continue education or training beyond high school graduation. They can look forward to jobs, rapidly becoming fewer in number, which do not require any particular skills and for which, consequently, wages are low. Most of the jobs held by non-persisters lack interest for the individual. These jobs tend to be of a non-permanent nature and so the unemployment rate for the non-persisters is high. Girls, through marriage, can escape the curse of unemployment. However, the position of the non-persister females really is not bettered since they tend to marry male non-persisters and high school dropouts and so continue to eke out a low-level income existence. After high school graduation the tendency of the non-persisters is to move on or near a reservation and hold a job for approximately one year. Following this first job, the tendency is to move away from the reservation, frequently out of the state, hold a job for up to another year and then drift back to the reservation. This pattern is repeated over the years.

PART III

CHARACTERISTICS OF THE INDIAN HIGH SCHOOL GRADUATE

The purpose of this section of the report is to identify some of the commonalities and differences which characterize the Indian high school graduate. As before, the interviewed population is divided into persisters and non-persisters and subdivided by sex. The commonalities and differences identified are limited to those which could be identified factually through questioning the interviewee.

Prior to gathering data the researchers posited that male students in families with few children and who were first born would be most likely to continue education beyond high school graduation. It was further conjectured that size of family and position by birth would be irrelevant for the females. These suppositions were not supported by the findings.

TABLE 3-1. Average Number of Children in Family and Average Position by Birth

	N	Average Number of Children	Average Position
Female Persisters	102	7.6	3.4
Female Non-Persisters	43	8.6	3.7
Male Persisters	100	7.9	3.4
Male Non-Persisters	42	7.4	3.2
TOTAL	287	7.8	3.4

The average number of children in an Indian family is more than double the average number in an overall population family. Analysis of the data shows that the female from the smaller family who is also the first born of the children is most likely to enter a post high school education or training program. There is no apparent relationship between these factors and the male who continues his formal education.

TABLE 3-2. Persisters and Non-Persisters by Degree of Indian Blood

	N	Less than 1/4 %	1/4 to 1/2 %	1/2 to 3/4 %	3/4 to Full %	Full %
Female Persisters	102	5	21	30	20	21
Female Non-Persisters	43	9	28	16	23	21
Male Persisters	100	5	25	28	20	22
Male Non-Persisters	42	11	21	33	14	19

Other than that of those with one-quarter or less of Indian blood non-persisters are about double, by percentage, the persisters and of those with one-half to three-quarters degree of Indian blood, female persisters are about double the female non-persisters, there are no striking differences among the percentages of those with varying degrees of Indian blood and their inclination to proceed or not proceed into post high school training or education. It may well be that attitudes of these young people toward continuing their education is set by the time they graduate from high school. This does not preclude that differences in these attitudes of students varying by degrees of Indian blood appear in high school as evidenced by dropping out.

What some call "obvious" marks of "Indian-ness," are the ability to speak and the extent to which an Indian language is spoken.

TABLE 3-3. Ability to Speak an Indian Language by Persisters and Non-Persisters

	N	Very Well %	Some %	Not at All %
Female Persisters	101	24	25	51
Female Non-Persisters	43	12	19	70
Male Persisters	100	24	29	47
Male Non-Persisters	42	26	29	45

Of the individuals who responded to this question, only 22 percent spoke well as contrasted with 52 percent who did not speak an Indian language at all. Of course there is always the possibility, of which we have no evidence, that the ability to speak an Indian language is more prevalent among Indians who did not graduate from high school.

Twice the number, by percentage, of the female persisters were able to speak an Indian language fluently as were female non-persisters. Percentages of fluent male persisters and non-persisters did not differ significantly. Of those unable to speak an Indian language among the females, non-persisters were a large majority. Again, there was no significant difference between male persisters and non-persisters.

An Indian language was spoken only slightly more often in the homes of the female persisters than in the homes of the non-persisters. However, there was a markedly greater frequency in speaking an Indian language in the homes of the male non-persisters than in the homes of the male persisters.

TABLE 3-4. Extent to Which an Indian Language Was Spoken in the Homes of Persisters and Non-Persisters

	N	Always %	More Often Than Not %	Equal %	Less Often %	Never %
Female Persisters	101	8	9	18	38	28
Female Non-Persisters	43	5	5	21	37	32
Male Persisters	100	13	7	11	45	23
Male Non-Persisters	42	12	5	26	33	24

Table 3-4 indicates an Indian language was less often spoken in the home than was another language. If we base the future of Indian languages on the evidence of the high school graduates, the possibility is that Indian languages are dying. A future hope is, if it is true females are prime transmitters of a cultural heritage, that half of the female persisters speak an Indian language. The views of the high school graduates on the importance of the Indian languages are examined in the next section of this report.

A frequent assumption is that the greater the amount of formal education completed by parents, the more highly parents value education and the more they influence their children to continue their formal education. If this assumption is correct, then the level of education completed by parents of persisters should be higher than the level of education completed by parents of non-persisters.

TABLE 3-5. Levels of Education Completed by Parents of Persisters and Non-Persisters, in Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
FATHER				
Grade School Completion or less	53	72	53	55
Some High School	22	14	22	26
Completed High School	17	9	18	17
Some College	7	5	6	2
Completed College	2	0	1	0
MOTHER				
Grade School Completion or less	42	58	48	48
Some High School	28	30	25	24
Completed High School	26	9	24	24
Some College	2	2	2	5
Completed College	1	0	1	0

The assumptions are correct. The amount of formal education completed by the parents of the persisters is greater than for the parents of non-persisters. The differences are slight for parents of males but parents of female persisters obtained about one-third more years of formal education than did parents of female non-persisters. Probably, the less well-educated Indian parents place a lower value on the education of females than they do upon the education of their male children.

Contrary to practice among the general population, female parents of both male and female persisters and non-persisters tended to marry males who had less formal education.

The children of parents who held the upper socioeconomic professional and managerial jobs were less likely to be persisters than children of parents who held the lower socioeconomic jobs. However, the number of parents in the upper socioeconomic classification is small. Therefore, the evidence hardly can be termed conclusive.

More mothers of persisters were gainfully employed than were mothers of non-persisters. The mothers of persisters also held a higher proportion of the type of jobs requiring training and skill. There were no great differences between fathers of persisters and fathers of non-persisters in numbers employed or in the types of jobs held.

Persistence or non-persistence was not related to whether both parents of the student were alive at the time of high school graduation. More of the high school graduates came from fatherless homes than from motherless homes.

TABLE 3-6. Occupation of Parents at the Time of Graduation From High School of Persisters and Non-Persisters, by Percentages

	MOTHERS				FATHERS			
	Female *P	Female *NP	Male P	Male NP	Female P	Female NP	Male P	Male NP
N=	102	43	100	42	102	43	100	42
	%	%	%	%	%	%	%	%
Professional	2	-	1	-	2	7	2	5
Managers	-	-	3	-	2	3	3	-
Clerical	8	2	8	2	1	-	1	3
Sales	1	-	-	-	4	3	1	-
Craftsmen	1	-	1	-	7	7	4	15
Operatives	-	5	-	-	9	7	5	7
Laborers	3	12	4	-	28	24	25	27
Private Household	1	-	-	-	-	-	-	-
Service	5	5	4	-	3	-	4	-
Farm Managers	-	-	-	-	20	15	14	17
Farm Laborers	1	-	1	-	-	-	1	-
Housewife	71	67	64	85	-	-	-	-
Unemployed	-	-	-	-	6	5	2	-
Disabled	-	-	-	-	1	3	4	-
Military	-	-	-	-	-	-	1	-
Retired	-	-	-	-	2	5	3	5
Deceased	7	9	13	12	14	22	28	22

*P - Persister
*NP - Non-Persister

This is in accord with the general observation that females have a longer life span than do males.

Studies of dropouts have found failure and repetition of grades and subjects are major indicators of or reasons for discontinuance of school by students. Do failure and repetition of grades and subjects in school prior to high school graduation affect the continuance of graduates into post high school training or education programs?

TABLE 3-7. Repetition of Grades and Subjects by Persisters and Non-Persisters, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Repeated Grade	15	27	26	27
Repeated Subject	16	22	18	25

One out of four of the high school graduates repeated a grade and one out of five repeated a failed subject. Evidently, repetition of grades and subjects is a major factor in deciding whether a high school graduate continues formal education beyond high school since a greater percentage of non-persisters repeated grades or subjects than did persisters. A smaller percentage of female persisters repeated grades or subjects than repeated in the other groups.

Until the completion of the eighth grade, students who failed repeated an entire grade. In high school, students failed by subjects and although these subjects were repeated, the students were permitted to continue other subjects into the next grade level.

English and social studies were failed by the students about three times more frequently than were other subjects. Of the students who failed a subject, female persisters failed English (38 percent) at a higher rate than female non-persisters (22 percent). The non-persisters, however, failed social studies (44 percent) at a higher rate than did the female persisters (38 percent). The males repeated English at a higher rate than the females (53 percent for persisters and 50 percent for non-persisters) but at a lower rate for social studies (18 percent for persisters and 10 percent for non-persisters). The failure rate in mathematics for both female and male non-persisters was well over double that of the persisters. Non-persisters did not report failures in science, probably because very few enrolled in it, while one out of eight of the persisters who failed a subject repeated science. Failures in other subjects were negligible.

Very few students failed more than once. When there was more than one failure, it usually was in the same subject originally failed.

Female persisters tended to fail a subject in the first two years of high school while female non-persisters tended to fail a subject in the last two years of high school. No large differences existed between male persisters and non-persisters as to the grade level at which they failed a subject. Male persisters and non-persisters both experienced their highest failure rate in the second year of high school.

Very few of the students had their desire to complete high school adversely affected by failure of a subject. Over 90 percent of those who failed a subject said their knowledge of the subject was improved as a result of repeating it. They indicated the failure strengthened their determination to graduate from high school.

There is a relatively high frequency among Indian students of shifting from one school to another. Thirty-one percent of the interviewed high school graduates transferred from one high school (grades nine through twelve) to another at least once prior to high school graduation. There is strong reason to suspect the frequency of transfer is even higher among the Indian high school dropout population.

Where the student initiates the shift from one school to another, the reason probably is associated with his attempt to adjust to problems arising from interpersonal relationships. Shifting to another school is one way of avoiding stressful situations by backing off from problems and taking the lines of least resistance. Where the transfer of a student to another school is on the recommendation of school authorities, the shift is prompted by the belief that a change of setting may well have a beneficial effect upon the behavior of the student. At the very least, the problem student now has become the problem of another school. Regardless of who initiates the shift, academic performance of the student may have little bearing upon the decision to transfer to another school.

The tendency for non-persisters to transfer to other schools more frequently than persisters is evident among the females. However, the reverse is true among the males where the persister has a higher frequency of transfer than does the non-persister. Perhaps the male non-persister makes more frequent use of other strategies than transfer to resolve his problems.

TABLE 3-8. Number of Transfers From One High School to Another Prior to High School Graduation of Persisters and Non-Persisters, by Percentages

Number of Transfers	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
None	64	58	73	81
One	25	35	24	17
Two	8	5	3	2
Three	3	2	0	0

As shown in Part II of this report, the male non-persister also is least apt to move away from a reservation after high school graduation. The female non-persister, who most frequently transfers from school to school, is the person most likely to move away from the reservation after high school graduation. These two groups appear to be consistent in the method they use to resolve their problems; the male non-persister by acceptance of the situation in which he finds himself and the female non-persister by withdrawing from the situation to a new setting.

A greater percentage of persisters engaged in all school activities than did non-persisters: 86 percent of all female persisters as compared to 74 percent of all female non-persisters and 88 percent of all male persisters as compared to 81 percent of all male non-persisters. Whether participation in school activities is a factor in keeping a youngster in high school or in affecting his decision to continue post high school education is not conclusively determined but appears likely.

TABLE 3-9. Favorite Activity in High School of Persisters and Non-Persisters, by Percentages

	Female Persister (N=88) %	Female Non-Persister (N=32) %	Male Persister (N=88) %	Male Non-Persister (N=34) %
Activity				
Athletics	26	22	69	53
Social	33	28	2	0
Music, Drama or Art	19	22	18	27
Student Council	7	6	3	6
School Paper	8	9	3	6
Other	7	12	4	8

If participation in high school activities is a factor in keeping students in school, then participation in social activities is most likely to retain the girls and participation in athletics is most likely to retain the boys. A higher percentage of female persisters than non-persisters chose school social activity as their favorite activity. They chose athletics as their next most favorite activity. Among males, a higher percentage of persisters than of non-persisters chose athletics as their favorite activity. Practically none of the males chose social activity as a favorite although, of course, this does not mean the males did not participate in the social activities of the school. A higher percentage of non-persisters than persisters, both female and male, chose drama, art or music as a favorite activity.

Our society assumes females favor English and social studies over mathematics and science and therefore achieve better in these subjects while males favor mathematics and science. This contention is only partially borne out as indicated in the following Table.

TABLE 3-10. Favorite Subject in High School of Persisters and Non-Persisters, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Subject				
English	22	18	12	15
Social Studies	13	12	18	30
Mathematics	16	13	31	20
Science	11	7	14	15
Home Economics	8	12	-	-
Manual Arts	-	-	7	15
Business Education	20	35	7	2
Other	9	3	11	3

A higher percentage of males, particularly male non-persisters, favored social studies than did females. Female persisters favored English over other subjects. A higher percentage of persisters than non-persisters favored mathematics. Male persisters, in particular, favored mathematics over all other subjects. Female non-persisters chose business education as their favorite subject much more so than persisters. Female non-persisters probably enrolled in more business education subjects in high school and so felt qualified to go to work immediately following graduation.

PART IV

PERCEPTIONS OF THE INDIAN HIGH SCHOOL GRADUATE

This portion of the study attempts to probe the perceptions of the graduates on a variety of elements which, to date, contributed to their success or lack of success in life. Most of the elements examined are those which constituted a large portion of the experience of the students while in high school.

Many would question the formal sampling of the opinion of high school graduates. They would say that teachers have contact with their graduates and can feel out their attitudes or that administrators receive feedback periodically from various informal sources. There may be some truth in these assertions but an administrator, if he is to make effective plans and decisions, must base his activities on the most factual information available and not on guesswork or superficial personal observations. Unless a sample of opinion is representative, the administrator is likely to hear only the expressed view of an articulate minority.

Observers are notoriously unreliable as sources of factual information. They are likely to see and hear only that which interests them and is in accord with their preconceived viewpoints. Subjective observation is vastly inferior to objective measurement of opinion at its source.

Others will object that the perceptions of the graduates are not based on fact; the attitudes of the graduates are biased by lack of information and the intensity of pleasurable or unpleasurable experiences. Aside from the point that this also may be true for educators, whether or not the attitudes and perceptions of the graduates have a factual base is irrelevant. What is relevant is that individuals act on what they perceive, emotionally or intellectually, to be "fact." Schools will not successfully fulfill their objectives unless they recognize and act on the "fact" of their clients. A school administrator, for example, may flood his district with information on a proposed budget and couch his literature in the simplest terms at his command. If the school district patrons, however, do not receive, or having received, do not read or understand the literature, they may well vote against the budget. Although the administrator then complains of his wasted endeavors, he did not ascertain or act on the "fact" of his patrons. The budget, consequently, went down to defeat. Similarly, an optimum number of school counselors may be available and perform their functions in accordance with the carefully conceived plans of the school. If the students do not perceive adequate counseling and therefore do not arrive at viable decisions concerning their future, the excellent (from the view of the school) counseling system may as well not have existed. How can the school evaluate the effectiveness of its counseling program unless it takes a hard, objective look at its results?

No doubt the perceptions of the high school graduates have been colored by their high school experience and, to an even greater extent, by the values drawn from their home background. It is, therefore, these experiences which are being examined to indicate some of the influences on the decisions which affected the future of these students.

2

The opinions of the young adults were elicited almost six years after high school graduation. These opinions are affected by those experiences which should have brought about an increase in maturity. The passage of time also places past experiences into a different perspective. In order to distinguish among those who made different decisions affecting their future after high school graduation, the interviewees were divided into groups of those who continued post high school education and those who did not. These two groups, then, were subdivided further by sex.

Expectations included more encouragement at home for those who continued their post high school education. Also expected was taking greater advantage of counseling services in high school. Since continuing their education allowed them more fully to realize their potential, it was anticipated they would be more satisfied with their current education and personal status. Those who did not proceed into post high school training were expected to express a greater degree of frustration and dissatisfaction with their status.

Satisfaction or dissatisfaction with current status was probed by asking the interviewees of their future employment plans and whether, given an opportunity to relive their post high school past, they would follow the same general course of action.

A higher proportion of persisters than non-persisters, and of males than females, indicated they planned to change their employment within a year. A higher percentage of female non-persisters than persisters were married and, partly because of a lack of acquired skills, were less inclined to seek employment outside the home. The place-bound male non-persisters, wishing to live near their ancestral home where job opportunities were limited, accepted their present employment as the best they could find. Further, of those planning to change their job, 26 percent of female persisters and 20 percent of male persisters as compared to about 5 percent of female and male non-persisters were changing jobs because they presently were training for an expected new occupation.

TABLE 4-1. Plans of Persisters and Non-Persisters to Change Employment Within a Year, by Percentages

Plans for Employment	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Change	39	29	53	47
No Change	49	61	42	39
Do Not Know	11	10	5	13

More of the interviewees were changing jobs because a new job offered more interest than for any other reason. Female non-persisters were particularly bored with their jobs; 79 percent of them were switching to jobs with increased interest as compared to 42 percent of male non-persisters and 47 percent of female and male persisters. More male non-persisters, 26 percent, indicated they were planning to change employment because they had developed an interest in a different kind of job than did the remainder of the groups. About 15 percent of the others indicated this reason for changing jobs. Approximately twice as many males, 11 percent, as females, were planning to seek jobs with more pay. The only sizeable group seeking employment with greater job security were the male non-persisters. Eleven percent of them advanced this reason for job changing.

Because the interviewees indicated they planned to change their jobs within a year did not necessarily mean they would do so. Of those planning to change employment, the 26 percent of female persisters and 41 percent of male persisters who planned to accept professional or managerial jobs could justify the reality of their plan on the basis of qualifications. But the 34 percent of male non-persisters (none of the female non-persisters) who indicated they wished to move into professional or managerial jobs were unrealistic in their expectations. The same might be said about the 50 percent of female non-persisters who wished to obtain clerical work without first acquiring the necessary skills required to master such jobs. The 37 percent of female persisters planning to change to clerical jobs stood much better chances of realizing their goals. The 33 percent of male non-persisters desiring employment as craftsmen and the 26 percent of them attempting to obtain employment as operatives also were more realistic in setting up their future plans since it was possible to become qualified for these types of jobs through on-the-job training.

Seventeen percent of female non-persisters, the same percentage as those planning to shift to service work, were determined to become full-time housewives as compared to 10 percent of the female persisters. Twelve percent of male persisters and 6 percent of male non-persisters, realizing their inadequate preparation for the type of employment they wished to obtain, were entering programs of training.

A majority of all the high school graduates interviewed indicated, if they could relive their post high school years, they would not follow the same course of action in regard to training or employment.

TABLE 4-2. Whether the Original Course of Action in Employment and Training Would Be Followed by Persisters and Non-Persisters in Post High School Years, by Percentages

Course of Action	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Same	42	41	46	32
Different	58	56	52	68
Undecided	--	3	2	--

Of all the graduates, more male persisters were satisfied and fewer male non-persisters were satisfied with their current status; about the same percentage of female persisters and non-persisters were satisfied or dissatisfied with their current status. The graduates who indicated satisfaction with their post high school training or employment said their satisfaction stemmed from either achieving the goal they had set for themselves after high school graduation or from their satisfaction in the employment they had secured.

Most of the graduates, 81 percent and 65 percent of the female and male non-persisters respectively and 64 percent and 58 percent of the female and male persisters respectively, would have continued their formal education or training. The next largest group of persisters, 24 percent of the females and 30 percent of the males, would have elected different training from that which they originally chose. Very few, less than 5 percent, of the graduates regretted their marriage, with a slightly larger number of females than males suggesting they would not have married. About the same percentage, 5 percent, of male persisters as non-persisters would have entered military service following high school graduation. Six percent of all the high school graduates would have selected post high school training which would have secured jobs for them on or near a reservation.

TABLE 4-3. Sources and Degree of Encouragement to Continue Education as Perceived by Persisters and Non-Persisters, by Percentages

	FEMALE						MALE					
	Persisters			Non-Persisters			Persisters			Non-Persisters		
Degree	Most	Some	None	Most	Some	None	Most	Some	None	Most	Some	None
N of Answers	(135)	(190)	(190)	(58)	(52)	(92)	(127)	(229)	(226)	(40)	(77)	(110)
	%	%	%	%	%	%	%	%	%	%	%	%
Source												
Parents	46	8	5	45	6	4	43	9	7	45	13	8
Relatives	5	14	17	10	10	20	4	18	16	8	18	15
Friends	5	14	17	5	23	15	7	14	16	3	12	20
Spouse	1	3	5	2	8	4	3	4	5	3	1	2
Teachers	12	22	11	5	23	12	17	16	10	10	19	14
Counselors	9	13	14	12	12	14	9	10	14	8	13	13
Education Specialist	4	12	14	7	8	13	6	12	14	8	12	14
Administrators	6	10	16	9	6	16	-	13	16	5	10	15
Other	11	3	-	5	3	1	10	4	2	13	1	-

Looking back over the years since high school, the young adults perceived the greatest amount and frequency of encouragement to continue their education was from their parents. This is not a surprising finding and stresses the influence the home has on the child. The next largest source of encouragement was from teachers except in the case of female non-persisters, who received more encouragement from counselors. Non-persisters received more encouragement from relatives other than immediate family than did persisters. Counselors and education specialists gave more attention to non-persisters than to persisters. Probably, they identified the non-persisters as problems in high school and therefore tended to expend more of their energies on these students. This tendency was balanced by teachers who concentrated more on encouraging the persisters. Only a small number of the graduates identified friends as sources of encouragement. The popular belief that the peer group exerts a greater influence on the adolescent than any other source appears to be grossly exaggerated. Perhaps, the influence is so subtle in nature that few of the graduates were able to perceive it or its effects.

Undoubtedly, more students were exposed to counselors than admitted they were encouraged by them. Therefore, we must conclude the influence of counselors on students was negative in many instances. Even where students did acknowledge sources of encouragement, because of simultaneous influences on decisions, the students often did not perceive those encouraging them as having an accurate or realistic appraisal of student desires and abilities in keeping with the student self-image. Again, where the student self-image was in accord with the judgment of others, because other circumstances and influences intervened in the decision-making process, the student did not always respond positively to encouragement to continue his education.

TABLE 4-4. Degree of Realism and Effect of the Encouragement to Continue Education as Perceived by Persisters and Non-Persisters, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Realism				
Excellent	41	48	43	36
Good	46	30	45	45
Fair	13	18	11	6
Poor	1	3	2	12
Very Poor	--	--	--	--
Effect				
Great Help	46	16	51	22
Useful	30	14	20	22
Some Use	15	11	18	3
Little Use	5	30	8	30
No Use	3	30	3	24

Not too many great differences appear in the opinions of the graduates on the appraisals made by others of their abilities. The exceptions among the graduates are the male non-persisters who rated fewer of those who encouraged them as having excellent perceptions and more as having poor perceptions of their abilities. Probably this attitude of the non-persisters is in keeping with the low self-image they have formed of themselves.

When examining the effects of encouragement by others on decisions of students to continue their education, very large differences between persisters and non-persisters are noticeable immediately. About three out of four persisters were helped substantially and positively in making their decision to continue their education. Approximately only one in three of the non-persisters was influenced substantially by the encouragement received and then, because of intervening factors, was negative in his response to it.

Individual and group counseling should provide two services, among others, to students. One service should make the student aware of the nature and type of post high school educational opportunities. The other service should give detailed information of the nature and type of post high school employment opportunities available to the student discontinuing his education.

About three out of four of the graduates had information, to some degree, from one or more sources on post high school educational opportunities. Over half of the graduates with information on post high school educational opportunities identified teachers and counselors as sources. Approximately the same percentage of persisters and non-persisters identified teachers as their prime sources of information. A slightly higher percentage identified counselors as their prime source. Of this latter group, more non-persisters than persisters obtained their information from counselors but more persisters than non-persisters received information from education specialists.

Over one-half of the graduates possessed less than adequate information on post high school educational opportunities on which to base decisions on their future.

The exception to this was the male non-persister. He apparently favored other factors over this information when arriving at his decisions. The schools appear to reach or influence less than one-third of the Indian students graduating from high school with adequate information on post high school educational opportunities.

TABLE 4-5. Sources and Amount of Information on Post High School Educational Opportunities Available to Indian High School Graduates, by Percentages

	Female Persister	Female Non-Persister	Male Persister	Male Non-Persister
N of Answers	(133)	(53)	(133)	(57)
	%	%	%	%
Sources				
Counselors	21	38	26	31
Teachers	26	25	23	25
Education Specialists	13	7	14	12
Parents	11	17	8	7
Other Students	11	4	8	7
Others	20	9	20	18
N of Answers	(102)	(43)	(100)	(42)
	%	%	%	%
Amount				
Great Deal	18	21	15	24
Quite a Bit	11	12	10	15
Adequate	21	12	25	24
Some	25	31	35	12
Little or None	25	24	15	24

The sources and amount of information the graduates had available to them on post high school employment opportunities were considerably less than on post high school education opportunities. The discrepancies are not as serious as they may appear. In our present age, individuals need every scrap of formal education they are capable of absorbing so the school probably is correct in emphasizing educational opportunities. In any event, the high school graduates always could turn to agencies other than the school, if they were aware of them, for assistance in selecting and locating employment.

TABLE 4-6. Sources and Amount of Information on Post High School Employment Opportunities Available to Indian High School Graduates, by Percentages

N of Answers	Female Persister (90) %	Female Non-Persister (37) %	Male Persister (94) %	Male Non-Persister (48) %
Sources				
Counselors	12	13	15	21
Teachers	26	22	19	23
Employment or Relocation Officials	21	24	26	19
Parents	14	19	9	15
Other Students	8	3	6	6
Others	19	19	26	17
N of Answers	(102) %	(43) %	(100) %	(42) %
Amount				
Great Deal	10	21	13	15
Quite a Bit	4	12	10	10
Adequate	24	12	11	22
Some	20	31	28	17
Little or None	41	24	38	37

The highest percentage of graduates perceived teachers and employment or relocation officials as their prime sources of information on post high school employment opportunities. The next highest percentage of the group received this information from sources other than the schools, such as potential employers. Counselors were the prime source of information for a relatively small percentage of the graduates. More females obtained the information from their parents than from counselors. The only sizeable percentage of the graduates obtaining the information from counselors was the male non-persister. Almost two out of three of the persisters perceived the information on post high school employment opportunities as less than adequate. A slightly lower percentage of the non-persisters, but still a majority of them, perceived the information on employment opportunities as less than adequate. The non-persisters may have been more aggressive than persisters in seeking out information on employment opportunities since they had a more immediate need for it.

More of the females, 21 percent of the non-persisters and 14 percent of the persisters, as compared to the males, 12 percent of the persisters and 11 percent of the non-persisters, felt the high schools which they had attended did nothing best for them. On the other hand, some of the graduates, particularly the persisters, felt there were several things the high schools did best for them.

More of the non-persisters and male persisters, as well as a sizeable percentage of the female persisters, rated receiving a diploma as the best thing done for them by their high schools. When considered with the number of graduates who felt nothing was done best for them by their high schools, a considerable percentage of these young adults appear disillusioned and frustrated by the contribution of formal education to their adult life. These young people have been

TABLE 4-7. Perceptions of the Persisters and Non-Persisters as to What the High Schools Did Best For Them, by Percentages

N of Answers	Female Persister (102) %	Female Non-Persister (35) %	Male Persister (121) %	Male Non-Persister (42) %
Did Best				
Awarded diploma	13	26	18	26
Aided maturity	21	26	17	17
Improved ability to relate to others	19	17	17	24
Acquired vocational skills	12	17	12	5
Improved skills in English	4	9	6	7
Improved self-discipline	8	3	7	5
Broadened awareness of a larger world	6	--	8	7
Individualized assistance in academic work	8	3	3	7
Encouragement to continue education	11	--	7	2
Opportunity to participate in organized athletics	--	--	5	--

oversold on the value of graduating from high school; they have found a diploma does not unlock automatically the doors to a multitude of golden opportunities. The emphasis of the school and the home has been too much on what a "union ticket" a high school diploma is. Insufficient stress was placed on the contribution of an education to individual development as a human being. Nor has there been enough emphasis placed on the fact that the better opportunities for future interesting and secure jobs are open to those who regard acquiring a high school diploma as the first major step in paving the way into future education or training programs.

The next largest groups of graduates viewed the things done best for them by their high schools as assisting them to maturity, by which they meant bolstering their self-confidence and improving their self-image. Helping them to get along with others was learned largely through participation in social activities sponsored by the school.

That many of the graduates, 31 percent of the males, 42 percent of the female non-persisters and 28 percent of the female persisters, did not have any suggestions on what they would change in the high schools they attended is not surprising. Most of these young people have not been trained in or made aware of the potential changes possible in schools. They perceive themselves as powerless to bring about changes and have not speculated on those they would make.

Of those graduates who did have suggestions, the females most often mentioned more adequately trained teachers while males most often mentioned more offerings in vocational education. However, when asked which was the most important or urgently needed change, 32 percent of those replying indicated more adequately trained teachers.

Most frequently mentioned next was more emphasis on academic subjects. This was also listed as the second most important change needed by all except the male persisters. A higher percentage of male persisters listed more offerings in vocational education as the second most important change needed in high schools than listed heavier emphasis on academic subjects.

TABLE 4-8. Changes Persisters and Non-Persisters Would Like to See Brought About in the High Schools They Attended, by Percentages

N of Answers	Female Persister (123) %	Female Non-Persister (38) %	Male Persister (113) %	Male Non-Persister (41) %
Desirable Changes				
More adequately trained teachers	24	26	22	19
More emphasis on academic subjects	20	24	16	15
More vocational education	15	18	24	22
Stricter discipline	4	13	1	10
Wider range of extra-curricular activities	9	5	11	12
More encouragement for student participation in extra-curricular activities	7	3	5	10
Reduce pupil-teacher ratio, more individual attention	6	--	7	5
Higher scholastic requirements	5	3	5	5
Consolidate schools	4	3	3	2
Indian or Indian education trained teachers	2	5	5	--
Younger teachers	3	--	1	--

The relatively high percentage of graduates calling for more adequately prepared teachers illustrates the problem of attracting and retaining good teachers in isolated schools. It also indicates the severe shortage of teachers trained to work in intercultural classrooms. The call for greater emphasis on academic education reflects, as did the perceptions of the graduates that counseling and encouragement to take advantage of advanced educational opportunities was inadequate, an awareness of the prejudice of "low expectation."

This prejudice, probably more often unconsciously than consciously, manifests itself in the attitude of the teachers, administrators and others in that these people feel it would be nice if more students continued into post high school academic programs. "But after all these youngsters are Indian and very likely would do better in vocational or technical programs. Or in some kind of an art program; all Indians are good at art."

More often than not the students already have built a low self-image of themselves by the time they graduate from high school because of this prejudice of "low expectation." The prejudice has been reinforced because of the "self-fulfilling prophecy." Told often enough by word and action that Indian students are not expected to measure up to the achievements of the general student population, the students behave in ways calculated to fulfill the expectation of those with prejudiced attitudes. This prejudice was expressed in a conversation with a public school principal, uncommon only in that the view was so directly expressed. The principal declared it really was useless trying to do anything for Indian students. As long as the Indian children were quiet and did as they were told in the classroom and school, they could expect social promotions. Eventually they would receive a school attendance certificate in lieu of a high school diploma. Even those people who intellectually subscribe to the idea of basic equality of human beings and therefore, in general, that potential abilities also are equal, often betray by their actions an inability to accept emotionally the premise of equality which they have accepted intellectually.

One of the graduates, now a teacher of English, characterized this attitude as "paternalism." He said, in part,

> Students in the lower classes constantly tell me that if they put in four years they will get their diploma. If these students fail later in life who is at fault? I think that the blame can be placed squarely on the administrators that allow and even force this kind of situation to prevail. ...all administrators should be required to follow educational standards set by the state for all students and they, and also counselors, should be rated not only by the quantity of graduates but also by the quality of their graduates.

A large number of studies of students who drop out from school contain neat lists of reasons for dropouts. These reasons were obtained simply by asking the dropouts. The lists greatly resemble each other, usually differing only in the order in which the reasons are listed. Many of those listed are really symptoms rather than causes for dropping out of school. Studies on Indian dropouts list the same reasons as studies of the general student population with the exception of placing problems with alcohol high on the list.

This study asked the high school graduate why, although he has graduated, his Indian friends or classmates had not. The answers differ from the usual reasons listed in dropout studies. Of course, there is a high probability the respondents, while ostensibly discussing the causes of drop out from school, really were outlining the factors which contributed to their own graduation from high school. Twenty-three percent of the graduates could not or would not advance reasons for drop outs. Usually, they said all of their Indian friends or classmates had graduated from high school. Many of those who did respond advanced multiple reasons for drop outs.

TABLE 4-9. Perceptions of Persisters and Non-Persisters as to Why Fellow Students Who Were Indian Did Not Graduate From High School, by Percentages

N of Answers	Female Persister (134) %	Female Non-Persister (48) %	Male Persister (116) %	Male Non-Persister (60) %
Reasons				
Lack of home encouragement	25	30	30	30
Lack of desire and/or interest	19	17	22	22
Lack of school encouragement	16	10	12	12
Poor financial and social home conditions	7	15	8	10
Marriage and/or pregnancy	14	15	7	7
Lack of financial support	4	--	5	7
Misbehavior (expelled, jailed)	6	4	3	3
Irrelevancy of school to life	3	4	6	2
Lack of intelligence and/or ability	2	4	3	3
Lack of self-discipline	2	2	3	2
Problems with alcohol	1	--	2	3

The largest percentage of responding graduates cited lack of encouragement at home as the major cause of drop out from school. Lack of encouragement from the school also ranged high as a major dropout cause. Fewer graduates mentioned this reason, however, than indicated a lack of desire or interest of the individual to continue an education. Many factors contribute to lowering the interest or desire of a student to remain in school. Lack of encouragement from the home and school ranks as a major factor. Marriage or pregnancy as a dropout cause is much more frequently listed by females than by the males. Unlike most lists of causes of drop out from school of Indian students, the graduates very infrequently mentioned problems with alcohol.

Observers frequently have noted adolescents have powerful influences exerted on them by their peer group. This phenomenon is apparent in similarities of dress, behavior and jargon spoken among the young people. Is a similar influence brought to bear by the peer group in regard to achievement in school and the plans made to continue education beyond the high school level?

TABLE 4-10. Peer Group Association in High School of Persisters and Non-Persisters, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Group				
Indian	47	52	45	37
Non-Indian	11	7	10	7
Integrated	25	19	30	24
"Loner" or one friend	--	5	4	2
General association (No particular group)	16	17	11	29

The largest group of graduates confined their major association to groups which were comprised of Indians. There were more females, particularly the non-persisters, than males in this category. Partially, although certainly not wholly, this association with other Indians was due to attendance at all-Indian or nearly all-Indian schools.

An impressive majority of the students were socially inclined. Only a very small percentage of them were "loners" or confined their association to one exclusive friend. The persisters, to a larger extent than non-persisters, associated with a non-Indian group. Very probably these individuals were determined to succeed educationally. Their decision to associate only with non-Indians reflected an attitude of "upward mobility." The remainder of the students were associated with racially integrated groups or did not associate exclusively with any particular clique of students. A significantly large percentage of male non-persisters were in this latter category.

TABLE 4-11. Discerned Effect of Peer Group Association on the Educational Achievement and on the Educational Plans of Persisters and Non-Persisters, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Educational Achievement				
No effect	66	88	69	70
Encouraged to achieve	30	12	22	24
Discouraged from achieving	4	--	9	7
Educational Plans				
No effect	75	95	78	86
Encouraged to continue	24	5	21	12
Discouraged from continuing	1	--	1	2

More of the graduates acknowledged an influence of peer groups on their achievement in high school than were willing to recognize a similar influence on plans to continue post high school education. An overwhelming majority, particularly the female non-persisters, did not feel their peer group influenced either their educational achievement or plans. Approximately an equal percentage of female and male persisters recognized peer group influence. A higher percentage of persisters than non-persisters felt the influence was positive; it encouraged them to achieve in high school and continue education beyond the high school level. If the perceptions of the graduates are taken at face value (an we confess, in this instance, a hesitancy to do so without further investigation into this topic) the influence of peer groups on individual members is much less significant than it is generally thought to be. However, when the peer group does influence the behavior or decisions of a member of the group, the influence usually is positive and beneficial in its effect.

Already pointed out in Part III of this report was that over one-half of the graduates did not speak an Indian language. About one-quarter of the students came from homes where an Indian language was never spoken. However, when asked if they had a desire to speak an Indian language, most of the young people replied in the affirmative. The affirmative replies ranged from a high of 80 percent of the female persisters to a low of 72 percent of the male non-persisters with the same percentage of female non-persisters and male persisters, 82 percent, between the extremes.

A considerably smaller percentage of the graduates considered the ability to speak an Indian language to be of importance. Again, the largest group of the graduates replying in the affirmative, 72 percent, was the female persisters. The next largest group, 58 percent, was the male persisters. Fifty-one percent of both male and female non-persisters replied that speaking an Indian language was important.

TABLE 4-12. Reasons Persisters and Non-Persisters Considered Speaking an Indian Language Important or Not Important, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Important				
Communication with older generation	38	32	35	33
Preserve Indian heritage and culture	37	20	22	20
Improve awareness and uniqueness of being Indian	1	5	3	--
Assist in getting job	1	--	2	5
Not Important				
Of no modern use	15	34	21	21
Dying languages	8	10	16	21

Interestingly, when pressed for their reasons for the importance of speaking an Indian language, a larger percentage of the graduates responded with reasons than had replied affirmatively to whether they considered speaking an Indian language important. As before, more persisters than non-persisters considered speaking an Indian language important. More female persisters and fewer female non-persisters responded with reasons for the importance of speaking an Indian language.

A small number of graduates felt speaking an Indian language would be of assistance in obtaining employment on or near a reservation. These probably should be augmented by a number who felt speaking an Indian language was an asset in communicating with the older generation.

About 10 percent of the graduates, of whom almost all were persisters, refused to answer questions which attempted to explore a relationship, if any, between religious convictions and persistence in pursuing a formal education. The reluctance to reply, respected by the interviewers, was based on the conviction that religion is a personal matter. The questions on this topic were not sharply phrased and many of the replies were confused or ambiguous. Consequently, this data is not presented as part of the study. However, one general conclusion seemed to emerge: about 20 percent more persisters than non-persisters held strong religious convictions.

Eighty percent of the females and 88 percent of the males defined prejudice as the dislike exhibited by an individual for a member(s) of a group whom the prejudiced individual considered inferior to himself because of race, color or creed. The remainder of the graduates defined prejudice in terms of an overt act against a person by reason of race, creed or color. Both definitions stressed prejudice as the attitude or act of an individual and not of a group.

Only a relatively small number of graduates acknowledged they had ever been victims of prejudice during high school or the post high school period of their life.

TABLE 4-13. Perceptions of Persisters and Non-Persisters as to Whether They Experienced Prejudice During High School or Post High School Life, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
High School				
Experienced prejudice	28	26	10	17
Did not experience prejudice	72	74	90	83
Post High School				
Experienced prejudice	30	17	13	21
Did not experience prejudice	70	83	87	79

A higher proportion of female persisters than of any of the other groups perceived they had experienced prejudice. At the other end of the scale were the male persisters. All of the groups, except the female non-persisters, had a higher percentage of their number experience prejudice in high school life. Perhaps, many of those who did not experience prejudice in high school life attended schools in which Indians were a majority or a near majority and so were not exposed to discrimination.

Equally possible is that some students would not admit experiencing prejudice. They may have felt such an admission would support the unfounded premise that they, as Indians, were inferior to other people. Having heard repeatedly the stereotyped prejudices which are mouthed about Indians, some actually appear to believe these canards, if not about themselves, about their fellow Indians.

Still others, perhaps, were reluctant to admit experiencing prejudice because it might be construed as seeking to excuse what could be regarded as failure in their lives. Almost all the young people who denied experiencing prejudice readily volunteered accounts of prejudice experienced by their Indian friends and even members of their families.

About nine out of ten of the graduates stated prejudice had no effect on their educational achievement or plans. Only about one-half of those who were affected by prejudice were discouraged from continuing their education. The largest group affected adversely by prejudice, 9 percent of them, was the male non-persister compared to 1 percent of the male persister and 6 percent of the female persister and non-persister groups. Other graduates who claimed to be affected by experiences with prejudice were so angered they improved their motivation to achieve in educational programs.

Each individual has his own idea of what constitutes "success" in life. Asking the graduates to define "success," assured a direct relation of their answers to whether they considered themselves to be successes to their individual concepts of success. Some multiple answers to the question of defining success were recorded.

A higher percentage of the non-persisters than persisters defined success in nonmaterial terms of personal happiness. Similarly, more females than males adhered to this view. A good job was selected by a higher percentage of persisters and non-persisters than a good education as the essential ingredient in success.

TABLE 4-14. Definitions of What Constitutes Success as Perceived by Persisters and Non-Persisters, by Percentages

N of Answers	Female Persister (167) %	Female Non-Persister (59) %	Male Persister (168) %	Male Non-Persister (70) %
Definitions				
Achieving personal happiness	35	44	25	33
Setting a goal and reaching it	17	22	27	19
Holding a good job	13	10	16	17
Possessing a good education	11	5	8	10
Possessing a good education and holding a good job	18	12	15	13
Having personal independence	3	5	7	4
Contributing to society	3	2	3	4

However, a sizeable number of the young people insisted on both good jobs and good education as the factors which constitute success. Overall, the majority of graduates tended to view success in material rather than in nonmaterial terms.

More of the female than male graduates viewed themselves as having attained success. Such a finding is expected. More females than males defined "success" in terms of personal happiness. For a female, personal happiness has its wellsprings in marriage and the home. For most females the two are synonymous. However, this is not true for the male. The image the male holds of himself is that of the provider. Unless he holds a secure, well-paying job which enables him to provide for his family, he feels inadequate and therefore unsuccessful. Not unexpectedly, males, particularly the non-persister, more so than the females, perceived themselves as being on the way to becoming successes.

TABLE 4-15. Perceptions of Persisters and Non-Persisters as to Whether They Had Attained Success, by Percentages

	Female Persister (N=102) %	Female Non-Persister (N=43) %	Male Persister (N=100) %	Male Non-Persister (N=42) %
Success				
Yes	43	40	33	36
No	40	45	50	43
On the way	14	12	16	21
Do not know	2	2	1	---

The percentage of graduates who would follow the same course of action after graduation from high school was almost identical to the percentage of graduates who thought of themselves as successes. The exception was the male persister group. This group had almost identical numbers who would pursue a different course of action following graduation from high school and who thought of themselves as unsuccessful.

In summary, more of the graduates, with the exception of the female persisters, perceived themselves as unsuccessful than successful.

PART V

CONCLUSION AND COMMENT

This study has sought answers to the question of what happened to American Indian students following high school graduation. It further sought to discover what some of the characteristics of the graduates were and how the graduates viewed the impact of their educational experiences on their post high school careers. The schools and prevailing values of American society certainly were determinants in the roles assumed by the students in post high school life. However, value systems and modes of living inevitably must be modified to adapt to an ever changing world.

The schools are second only to the family in facilitating the personal and vocational development of young people. The schools have a heavy responsibility in enabling the students to develop their best potential. No longer is it sufficient for the schools to provide fundamentals such as communication and computational skills and training in citizenship. Schools, today, must create an educational atmosphere in which students may acquire sound principles on which to base decisions which will lead to a satisfying and contributive life. These objectives can be achieved only if students have acquired, while in school, self-direction, creativity and flexibility in thinking processes.

Following is a generalized summary of the data of this study.

Patterns in the Post High School Years

About 70 percent of the students continued into academic or training programs following graduation from high school. The number of persisters is not startlingly high when the dropout rate in high school, almost one out of every two students, is considered. Then, only about half of the graduates who entered post high school programs completed them. Nor did they complete the programs they initially entered. The large majority completed technical-vocational rather than academic programs. Of the student sample interviewed, there were no graduates or potential graduates in the traditional "prestige" professions such as medicine, law or engineering.

Approximately six years after high school graduation, slightly less than one-half of the females and slightly more than one-half of the males were employed for pay or profit. The majority of the graduates were working in low-skill, low-pay, low-interest, non-permanent types of jobs. Three-fifths of these young people were living on or near a reservation.

The most frequent reasons why females discontinued post high school programs were lack of interest followed by marriage; among males, lack of financial support followed by lack of interest. Economic status did not appear to be the major determinant in either entrance into or persistence in a post high school program. About one-half of those who discontinued an initially-entered program resumed in the same or a different program. They did so because they felt the need of further education either to improve themselves or to gain a good job.

Two-thirds of the males and one-third of the females accepted employment unrelated to their training. Most who accepted this type of employment did so because they wished to live on or near their home reservation. The same attitude characterized the job-holding non-persisters of whom 90 percent lived on or near a reservation. For these people, there is a very limited choice of employment.

Characteristics of the Graduate

The average number of children in the family of the high school graduate was 7.8 as compared to 2.3 children in the typical American family. There was no relationship between either position in the family or size of family and whether the male graduate proceeded into a post high school program. However, the smaller the size of the family and being the first born of the family affected the chances of the female to continue her formal education. There was little relationship between the degree of Indian blood possessed by the graduate and persistence in education.

The ability to speak an Indian language was more the mark of the female persister than of the female non-persister. No significant difference was observed between the ability of male persisters and non-persisters to speak an Indian language. Overall, the majority of the graduates did not speak an Indian language. No large differences were apparent in the degree to which an Indian language was spoken in the homes of the females. There was a markedly greater frequency of an Indian language spoken in the homes of male non-persisters than in the homes of male persisters.

The amount of formal education completed by parents of the persisters was greater than for the parents of non-persisters. This was especially so among the female graduates. More mothers of persisters were gainfully employed than were mothers of non-persisters. The mothers of persisters more often than mothers of non-persisters held jobs which required training and skill. No significant differences in regard to these factors appeared among the fathers.

About one-quarter of the graduates repeated a grade and one-fifth repeated a failed subject. More non-persisters than persisters repeated a grade or subject, indicating repetition of grades or subjects is a major factor in persistence beyond high school education. Nevertheless, grade or subject failures seldom affected the desire of students to complete high school.

One-third of the graduates transferred to another school at least once during high school. The number of transfers was greater for female non-persisters than persisters, but less for male non-persisters than persisters. The data indicates female non-persisters resolved problem situations by moving to a different setting. Male non-persisters remained in a setting and adopted a posture of passive resistance in order to resolve their problems.

The favorite activity in high school was social activity for the females and athletics for the males. A greater percentage of persisters than non-persisters participated in school activities. Though not conclusively proved, it appears participation in school activity was an inducement for the student to remain in school.

The Impact of High School Experiences and Careers

Many of the graduates were dissatisfied with their present career status. Two-fifths of them indicated they wished to change their job. The major reason for doing so was to obtain a job which would be of more interest. Similarly, the majority of these young people would follow a different course of action if they could relive their post high school days. Most of them felt the need for further education. One-fourth would pursue a different educational or training program.

The prime source of encouragement to continue formal education was the parents. Teachers ranked next as a source. Encouragement from the peer group was negligible. Fewer non-persisters than persisters viewed the encouragement received as realistic. Of course, fewer of the non-persisters responded positively to such encouragement.

Three-fourths of the graduates acknowledged receiving some information on available post high school educational opportunities. Less than one-third of them viewed the information supplied as adequate. Even fewer of the graduates received, or perceived as adequate, information on post high school employment opportunities. Information they did receive came from teachers, relocation officers and potential employers rather than counselors. Obviously, greater efforts have to be made and better methods utilized in bringing students to an awareness of opportunities available to them. More and better counselors are needed who can collaborate with parents, teachers and administrators in assisting students to self-discovery. However, such conditions hardly can exist until the counselors and other educators are brought to a self-awareness and an unbiased understanding of the students with whom they work.

A large minority of the graduates felt there was "nothing" which the schools they attended did best for them. Of those who thought the schools did something for them, the largest group indicated it was awarding a graduation diploma. The next largest group responded that the school assisted them to maturity. Ideally, of course, this should have been the response of all of the graduates. The most important changes the graduates would seek in the schools they attended were better trained teachers and higher academic standards. The changes they called for reflected an awareness of the prejudice of "low expectation."

A large majority of the graduates thought their Indian fellow-students did not graduate from high school because of lack of encouragement from home, lack of desire on the part of the student and lack of encouragement from the school. The second reason is dependent largely on the first and third.

Peer group association in school, for the largest group of graduates, involved association with other Indians. The next largest peer group involved association in mixed Indian-non-Indian groups. The majority of the students claimed peer group association did not affect either their achievement in classes or plans to continue education beyond high school level. When the peer group did affect the decisions of an individual, such effect usually was positive and beneficial.

A minority of about one-fifth of the graduates admitted they ever had experienced prejudice directed against them. They all readily were able to relate experiences of friends and relatives who were victims of prejudice. Curiously, the respondents seemed to feel if they admitted experiencing prejudice, they were admitting inferiority to other people. Such are the results of a young lifetime, not necessarily of overt prejudice, but of prejudice framed on a stereotype.

One-third of the graduates defined "success" in terms of personal happiness. The remainder, reflecting the struggle for survival, defined success in terms of holding a good job and/or possessing a good education. More females than males thought of themselves as successful. This is normal since females equate success with a satisfactory marriage. However, males, the providers, equate success with secure, well-paying jobs which also afford them personal satisfaction.

More of the graduates thought of themselves as unsuccessful than characterized themselves as successful.

Comment and Suggestions

This study has sought and found some answers to the question of what happens to American Indian students after they graduate from high school. Undoubtedly, parallel studies concerning the general school population would produce many of the same findings although varying quantitatively. Such studies are necessary, not only because the data are important in evaluating the work of schools, but also because of the need for comparable data. Recommendations for improvement of education are inherent in the presentation of the data and it would be redundant to detail them here.

As in most research, this study has raised as many or more questions as it has answered. Hopefully, leads have been offered for further research, such as on mental health problems of Indian students and learning processes of early childhood. In any event, the study has demonstrated the collection of data in the area covered is feasible even when it is necessary to probe into the past to collect the data. Little difficulty should be encountered in devising an ongoing data-collection system.

Such a data-collection system would require close cooperation among the organizations interested in education of American Indians. The obvious first step would be to involve tribes, school districts, State Departments of Education and the Bureau of Indian Affairs in outlining the objectives, detailing the data which should be collected and designing the data-collection system.

However, collection of data is not an end in itself. The data serves as a factual base which is necessary in formulating decisions and programs. In the past, a piecemeal approach to formulating and implementing programs too often has failed. The programs, though usually well thought out, have neglected to take into account the totality of Indian life. Hence, the programs have been similar to attempting to staunch a gaping wound by the application of a bandaid. Thus, no matter what the results of fact gathering and analysis are, the ultimate remedial steps are going to require congruent efforts in which health (including mental health), education and socioeconomic development are meshed and dovetailed. If they are not coordinated in a multi-pronged attack and each continues to go its own way, little or no advance will be made in arriving at solutions to problems.

The organizations seeking to launch multi-pronged assaults on problems, in attempting to fulfill their responsibilities, need to engage in a great deal of self-evaluation. Experimentation has as one of its major purposes the improvement of the established patterns of doing things so they are relevant to all those in need of it. Simultaneous evaluation will be necessary to make sure the experimentation is an improvement.

Men have banded together into societies so they may do those things which improve the quality of life and which they are unable to do as individuals. Too often, though, society interprets its mission as pressuring all individuals to conform to a common mold. Society attempts to kill or eliminate those ways of life which are not part and parcel of the mainstream. In a pluralistic, democratic nation, society should be supportive of the individual. It should facilitate and enhance individual development by making available as many viable alternatives for the individual as possible. In short, a major purpose of the societal life should be to make man more free.

The objectives of the federal government have more often than not been in conflict with the goals of the Indian people. Programs frequently have been imposed upon them without prior consultation and almost always without direct involvement in the initiation, planning or execution of the programs. The effect has been to contribute to a feeling of alienation among Indian people. In common with other poverty groups in the nation, Indians have shared a feeling of helplessness which stems from the belief that they cannot control their own destiny.

Indians are aware their communities and people are held in low esteem by the general society. They wish to remain Indian but do not want the low-status equivalent. They want to retain a way of life with values Indians consider superior to those of the general society but also want to take advantage of the modern technological advances and attain a reasonable material standard of living.

Many Indians fear material progress and evidence they are beginning to control their own affairs. They claim that when a tribe approaches autonomy and a reasonable standard of living, those governing in our society pressure Indians to join the mainstream of society. Soon the tribe finds itself a victim of "termination" and has lost all that it sweated and sacrificed to retain and build.

Research in change and innovation during the past couple of decades has indicated changes imposed upon a community from outside are very likely to be rejected. Forced changes from external sources may result in overt compliance but covert resistance. When change threatens the values of the people affected, resistance to the change as well as the social costs in introducing the change grow greater. Social changes are most likely to be accepted if they are introduced through the existing social structure of the people affected and involve the affected people in every aspect of initiating, planning and executing the change.

To ignore these findings of research is not wise or productive of effective solutions to problems. The temper of our times is such that an increasingly rapid transfer of power over their resources and decision making is mandatory and necessary for Indians. To say Indians are not ready or lack ability to manage their resources when some tribes now successfully operate multi-million dollar tribal enterprises, is bureaucratic rigidity.

The resources of the Bureau of Indian Affairs, Indian Division of the Public Health Service and other governmental agencies should be put at the disposal of Indians to carry out programs initiated and planned by them. Only in this way will Indians develop a genuine feeling they are in control of what happens to them. Important as new programs are, primacy must be given to the processes by which Indians can feel they control their own destiny and thus develop a viable identity. If such courses of action are not followed, the errors of bygone years will be compounded, programs will continue to fail to bring about any lasting, significant change and no progress will have been made in aleviating the distress of the Indian populations.

APPENDIX A

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
INDIAN STUDENT POST HIGH SCHOOL FOLLOW-UP STUDY

Name ______________________ ______________________ ______________
Last First Initial

Sex: Male ________ Female ________

Permanent Address: ______________________________________
Street or P.O. Box, Rural Route and Box

City or Post Office: ______________________________________

State: ______________________________________

Is this residence on a reservation? Yes _____ No _____

If Yes, name of reservation ______________________________________

Current Address: Same as above? Yes _____ No _____

If No, ______________________________________
Street or P.O. Box City or Post Office State

Birth Date ____________ ____________ ____________
Month Day Year

Name of tribe of which you are a member: ______________________
Tribe

Degree of Indian blood: ______________________________________

Parent's Family:

Your position in family (e.g., 1st eldest, 5th eldest) ____________
Number of older brothers ____________
Number of older sisters ____________
Number of younger brothers ____________
Number of younger sisters ____________

Eldest child in family was: boy _____ girl _____

Present Marital Status:

(a) Single, Separated, Widowed, Divorced: ____________

(b) Married: ____________

Number of children to whom you are providing support: ____________

Your present occupation: Job (Specify) ____________

Industry ____________

Main occupation of father, if alive and not separated from family, at time of your high school graduation:

____________ Full-time _____ Part-time _____
Occupation

If father deceased or separated from family prior to your graduation, his occupation and your grade at that time:

____________ ____________
Occupation Grade

Mother's main occupation at time of your high school graduation:

(a) Full-time homemaker _____

(b) Other occupation (Specify):

____________ Full-time _____ Part-time _____

If mother deceased or separated from family prior to your graduation, her occupation and your grade at that time:

____________ ____________
Occupation Grade

SCHOOLS IN ORDER ATTENDED (Grades 8-12)

NAME OF SCHOOL		Type (Circle appropriate one in each of the boxes)					Grades Attended	Years Attended
1. ____________________	Boarding	Day	Public	Federal	Private		______	______
Location ____________________			On	Off	Reservation			
2. ____________________	Boarding	Day	Public	Federal	Private		______	______
Location ____________________			On	Off	Reservation			
3. ____________________	Boarding	Day	Public	Federal	Private		______	______
Location ____________________			On	Off	Reservation			
4. ____________________	Boarding	Day	Public	Federal	Private		______	______
Location ____________________			On	Off	Reservation			
5. ____________________	Boarding	Day	Public	Federal	Private		______	______
Location ____________________			On	Off	Reservation			

POST HIGH SCHOOL

Further training:

(a) Public technical-
vocational school

Type of Training

School City State
Month Year to Month Year

(b) Private technical-
vocational school
(e.g., business school)

Type of Training

School City State
Month Year to Month Year

(c) Federal technical-
vocational school
(e.g., Haskell)

Type of Training

School City State
Month Year to Month Year

(d) University-
College

Type of Training

University City State
Month Year to Month Year

(e) Junior
College

Type of Training

School City State
Month Year to Month Year

(f) Correspondence
instruction

Type of Training

School City State
Month Year to Month Year

Financial Assistance: ________________ ________________

Amount Obtained From

________________ ________________

Amount Obtained From

________________ ________________

Amount Obtained From

________________ ________________

Amount Obtained From

Discontinued training before completion? Yes____ No____ How long?________

Returned to training: Same_____ Different? (Specify)________________

After how long?________________________________

Employment after post high school training:

1. ________________ ________________

Type of Job Industry

________________ ________________

City State Month Year to Month Year

2. ________________ ________________

Type of Job Industry

________________ ________________

City State Month Year to Month Year

3. ________________ ________________

Type of Job Industry

________________ ________________

City State Month Year to Month Year

Out of work after completing or discontinuing training:
(Include short-term seasonal and casual work)

________________ ________________

City State Month Year to Month Year

Employment (other than post high school training) following high school graduation:

1. Type of Job Industry

City State Month Year to Month Year

2. Type of Job Industry

City State Month Year to Month Year

3. Type of Job Industry

City State Month Year to Month Year

Out of work following high school graduation:
(Include short-term seasonal and casual work)

1. City State Month Year to Month Year

2. City State Month Year to Month Year

Self-Employed

Occupation

City State Month Year to Month Year

Armed Forces

1. Location Month Year to Month Year

2. Location Month Year to Month Year

Type of Training

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
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Subject:

Interviewer:

Date:

Interview Guide

Marriage

(Ask "Are you or have you been married?" If answer is no, go on to Present Employment category.)

Probe 1 When were you first married?

(a) Before graduating from high school? Mo._______ Year_______

(b) After high school graduation? Mo._______ Year_______

(c) During post high school training? Mo._______ Year_______

(d) After completion of post high training? Mo._______ Year_______

1A (a) Did marriage affect your plans for employment or post high school training? Yes_______ No_______

(b) If Yes: In what way?

Present Employment

Probe 1 Last week were you:

(a) Working for pay or profit? ____________________

(b) Doing unpaid family work on farm, around home, or in business? ____________________

(c) Looking for work? ____________________

(d) Had job or business, but did not work because of illness, bad weather, labor dispute, or temporary layoff of not more than 30 days? (Specify) ____________________

Present Employment

(e) Keeping house? ____________________

(f) Going to school? ____________________

(g) Permanently unable to work? ____________________

(h) Voluntarily idle? ____________________

(i) Other main activity? (Specify) ____________________

Probe 2 Do you plan to change your general line of work within the next year?

(a) Yes______ (b) No______ (c) Don't know______

2A Exactly what occupation do you plan to go into?

2B How did you happen to decide on that occupation?

Probe 3 If you were to start over after high school, would you choose to follow the same course of action in regard to training and/or employment?

Yes______ No______

3A Why?

Education of Parents

Probe 1 What was the highest level of education completed by your father? (X out appropriate grade level)

(a) Grade

1 2 3 4 5 6 7 8 9 10 11 12

Education of Parents

(b) University or College Training (X out number of years)

1 2 3 4 Post Graduate: 1 2 3 4

(c) Did your father take any vocational, technical, apprenticeship or other training? Specify type and degree of training:

1A What was the highest level of education completed by your mother? (X out appropriate grade level)

(a) Grade

1 2 3 4 5 6 7 8 9 10 11 12

(b) University or College Training (X out number of years)

1 2 3 4 Post Graduate: 1 2 3 4

(c) Did your mother take any vocational, technical or other training? Specify type and degree of training:

Encouragement to Continue Education

The interviewer should encourage the respondent to name at least one and not more than three persons who most encouraged him (her) to continue formal education or training. Check degree of encouragement received from others on the list, provided such persons were available to the respondent. If not available, leave the space blank.

Probe 1 Encouragement to continue education beyond high school was received from:

	Most	Some	Little or None
(a) Parents and immediate family	_____	_____	_____
(b) Relatives	_____	_____	_____
(c) Friends	_____	_____	_____

Encouragement to Continue Education

	Most	Some	Little or None
(d) Wife or husband			
(e) Teacher(s)			
(f) Counselor(s)			
(g) Education Specialist			
(h) Administrator(s)			
(i) Other (Specify)			

1A In your opinion, the advice and encouragement received from that one you indicated gave you the most was:

Realistic (In accord with what you believed to be your capabilities and desires)		Effective (Did the advice influence your decision?)	
1. Excellent		1. Helped a great deal	
2. Good		2. Was useful	
3. Fair		3. Was of some use	
4. Poor		4. Was of little use	
5. Very poor		5. Was of no use	

Probe 2 Your favorite subject in high school was:

English ________

Social Studies ________

Mathematics ________

Science ________

Shop or Home Economics ________

Business Education (typing, secretarial, etc.) ________

Other (Specify) ________________________________

Encouragement to Continue Education

Probe 3 Did you participate in interscholastic athletics? Yes_____ No_____

3A No. of years involved in high school athletics? 1 2 3 4

3B Were you active in high school social activities? Yes_____ No_____

3C List the three activities in which you were most active in high school:

1. ______________________________

2. ______________________________

3. ______________________________

3D Which was your favorite high school activity? ________________

Probe 4 Did you ever repeat any grade or subjects in high school?

Yes ______ No ______

4A If yes: Which grade or subjects:

Subject or Grade	Year

4B Did repeating the grade or subject affect your desire or plans for continuing your education beyond high school?

Yes ______ No ______

4C If yes: How?

Probe 5 If you could, what things would you change in the high school you attended?

Encouragement to Continue Education

5A Which of the things that you would change, do you consider the most important?

5B In your opinion, what things did your high school do best for you?

Post High School

Probe 1 Were you aware, in high school, of the opportunities open to you for further training?

(1) Had a great deal of information ____________

(2) Had quite a bit of information ____________

(3) Had adequate information ____________

(4) Had some information ____________

(5) Had little or no information ____________

1A What were your prime sources of information:

(1) Counselors ____________

(2) Teachers ____________

(3) Education Specialist ____________

(4) Parents ____________

(5) Other students ____________

(6) Other (Specify) ____________

Post High School

Probe 2 Were you aware, in high school, of the employment opportunities available to you after graduation?

(1) Had a great deal of information ________________

(2) Had quite a bit of information ________________

(3) Had adequate information ________________

(4) Had some information ________________

(5) Had little or no information ________________

2A What were your prime sources of information?

(1) Counselors ________________

(2) Teachers ________________

(3) Employment or relocation officer ________________

(4) Parents ________________

(5) Other students ________________

(6) Other (Specify) ________________

Post High School Training

Probe 1 Why did you select this particular training?

OR Why did you decide not to go on to further training?

(Go from here
to next category
of probes, pg. 9
Post High School
Employment)

Post High School Training

Probe 2 Did you discontinue further training before the completion of your program? Yes ______ No ______

2A If yes: Why?

Probe 3 Did you return to further training after discontinuing a program? Yes ______ No ______

3A If yes: Why?

Probe 4 If you returned to training after discontinuing a program, did you return to a different program than the original? Yes ______ No ______

4A If yes: Why?

Probe 5 Did you change training programs without discontinuing further training? Yes ______ No ______

5A If yes: Why?

Probe 6 Was your initial employment after training directly related to your training program? Yes ______ No ______

6A If no: Why was such employment sought and/or accepted?

Probe 7 Were you out of work (more than 30 days) after completing or discontinuing training? Yes ______ No ______

7A If yes: Why, in your opinion, were you out of work?

Post High School Employment

(Ask only those who did not go on to post high school training in the fall of the graduating year)

Probe 2 What employment did you accept immediately after high school graduation?

____

2A Why did you choose this particular employment?

Probe 3 Have you changed employment since?
Yes ______ No ______

3A If yes: Why?

Probe 4 Are you self-employed?
Yes ______ No ______

4A If yes: Why did you choose this course of action over others?

Probe 5 Were you out of work (more than 30 days) following high school graduation? Yes ______ No ______

5A If yes: Why, in your opinion, were you out of work?

Native Language

Probe 1 Do you speak Indian?

(1) Very well ________________

(2) Somewhat ________________

(3) Not at all ________________

Probe 2 Would you like to speak Indian? Yes ______ No ______

Native Language

Probe 3 If interviewee does or does not speak Indian: Do you feel it is important to speak Indian?

Yes ______ No ______

3A Why?

Probe 4 Was Indian spoken in your home?

(1) All the time ____________________

(2) More often than another language ____________________

(3) About half the time ____________________

(4) Less often than another language ____________________

(5) Never ____________________

Achievement

Probe 1 You graduated from high school. Why, in your opinion, did some of your Indian friends or classmates not graduate?

Probe 2 What group did you mainly hang around with in high school? (The intent of this probe is to find out if the interviewee associated with those most nearly like himself: in typical behavior, in blood degree, location of residence, income, etc.)

2A How did the group you associated with affect your:

(1) Educational achievement?

(2) Educational plans?

(3) Attitude of others (teachers and students) toward you?

Achievement

Probe 3 Did you ever experience prejudice while you were in high school? Post high school training?
(Ask and note interviewee's definition of prejudice and/or illustration of prejudice.)

3A (If yes): Did it affect your education or educational plans?

Probe 4 Do you have any strong religious convictions?

4A In what way did these convictions affect your educational plans and/or experiences? Generally and/or illustrate.
(The intent of this question is to find out if religious affiliation encourages or discourages education or if it affects the attitudes of its adherents. If the interviewee indicates reluctance to discuss, do not push him.)

Probe 5 Do you consider yourself a "success"?
(By whatever definition the interviewee wishes to use. Ask and note interviewee's definition of success and/or illustration of success.)

EVALUATION OF INTERVIEW

APPENDIX B
IDAHO SCHOOL DIRECTORY
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Blackfoot Junior High School	Blackfoot	Public-Day	7- 8
Blackfoot Senior High School	Blackfoot	Public-Day	9-12

CREGON SCHOOL DIRECTORY

(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Altamont Junior High School	Klamath Falls	Public-Day	7- 8
Bend High School	Bend	Public-Day	9-12
Chiloquin High School	Chiloquin	Public-Day	9-12
East Gresham Elementary School	Gresham	Public-Day	1- 8
East Gresham High School	Gresham	Public-Day	9-12
Estacada High School	Estacada	Public-Day	9-12
Kings Valley Elementary School	Philomath	Public-Day	1- 8
Klamath Falls High School	Klamath Falls	Public-Day	9-12
Lincoln High School	Portland	Public-Day	9-12
Madras High School	Madras	Public-Day	9-12
Parrish Junior High School	Salem	Public-Day	7- 8
Philomath High School	Philomath	Public-Day	9-12
Powers Elementary School	Powers	Public-Day	1- 8
Powers High School	Powers	Public-Day	9-12
Redmond High School	Redmond	Public-Day	9-12
St. Vincent DePaul Elementary School	Salem	Private-Day	1- 8

OREGON SCHOOL DIRECTORY (Continued)
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Serra Catholic High School	Salem	Private-Day	9-12
Siletz Elementary School	Siletz	Public-Day	1- 8
Sweet Home High School	Sweet Home	Public-Day	9-12
Terrebonne Elementary School	Terrebonne	Public-Day	1- 8
Warm Springs Elementary School	Warm Springs	Public-Day	1- 8
Weston Elementary School	Weston	Public-Day	1- 8
Weston High School	Weston	Public-Day	9-12

WASHINGTON SCHOOL DIRECTORY
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Anacortes Junior High School	Anacortes	Public-Day	7- 9
Anacortes Senior High School	Anacortes	Public-Day	10-12
Asa Mercer Junior High School	Seattle	Public-Day	7- 9
Brewster Elementary School	Brewster	Public-Day	1- 8
Brewster High School	Brewster	Public-Day	9-12
Christ the King Elementary School	Omak	Private-Day	1- 8
Cleveland High School	Seattle	Public-Day	10-12
Ferndale High School	Ferndale	Public-Day	9-12
Grand Coulee High School	Grand Coulee	Public-Day	9-12
Granger High School	Granger	Public-Day	9-12
Harrah High School	Harrah	Public-Day	9-12
Holy Names Academy	Spokane	Private-Day-Boarding	9-12
Inchelium High School	Inchelium	Public-Day	9-12
Marysville Junior High School	Marysville	Public-Day	7- 8
Marysville Senior. High School	Marysville	Public-Day	9-12
McKnight Junior High School	Renton	Public-Day	7- 9

WASHINGTON SCHOOL DIRECTORY (Continued)
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Mead High School	Mead	Public-Day	9-12
Moclips Elementary School	Moclips	Public-Day	1- 8
Moclips High School	Moclips	Public-Day	9-12
Mount Baker High School	Mount Baker	Public-Day	9-12
Neah Bay Elementary School	Neah Bay	Public-Day	1- 8
Neah Bay High School	Neah Bay	Public-Day	9-12
Nespelem Elementary School	Nespelem	Public-Day	1- 8
Nooksak Valley High School	Nooksak Valley	Public-Day	9-12
Oakville High School	Oakville	Public-Day	9-12
Okanogan High School	Okanogan	Public-Day	9-12
Omak High School	Omak	Public-Day	9-12
Raymond Elementary School	Raymond	Public-Day	1- 8
Raymond High School	Raymond	Public-Day	9-12
Renton High School	Renton	Public-Day	10-12
Roosevelt Elementary School	Granger	Public-Day	1- 8
St. Mary's Mission School	Omak	Private-Boarding	1- 8

WASHINGTON SCHOOL DIRECTORY (Continued)
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Sequim High School	Sequim	Public-Day	9-12
Snohomish Junior High School	Snohomish	Public-Day	7- 9
Snohomish High School	Snohomish	Public-Day	10-12
Springdale Elementary School	Springdale	Public-Day	1- 8
Tahola Elementary School	Tahola	Public-Day	1- 8
Toppenish Junior High School	Toppenish	Public-Day	7- 8
Toppenish High School	Toppenish	Public-Day	9-12
Wapato Junior High School	Wapato	Public-Day	7- 8
Wapato Senior High School	Wapato	Public-Day	9-12
Wellpinit High School	Wellpinit	Public-Day	9-12
White Swan High School	White Swan	Public-Day	9-12

NORTH DAKOTA SCHOOL DIRECTORY
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Belcourt High School	Belcourt	Federal-Day	9-12
Dunseith High School	Dunseith	Public-Day	9-12
Fort Totten Elementary School	Fort Totten	Federal-Day	1- 8
Fort Yates High School	Fort Yates	Federal-Day-Boarding	9-12
Mandaree High School	Mandaree	Federal-Day	9-12
Parshall High School	Parshall	Public-Day	9-12
Sacred Heart Elementary School	Solen	Private-Day	1- 8
St. Ann's Mission Elementary School	Belcourt	Private-Day-Boarding	1- 8
St. Bernard's Mission Elementary School	Fort Yates	Private-Day	1- 8
St. John Elementary School	St. John	Public-Day	k- 8
St. Joseph Elementary School	Williston	Private-Day	1- 8
Wahpeton Elementary School	Wahpeton	Federal-Boarding	k- 8
White Shield High School	Roseglen	Federal-Day	9-12
Williston Junior-Senior High School	Williston	Public-Day	7-12

MONTANA SCHOOL DIRECTORY
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Arlee High School	Arlee	Public-Day	9-12
Bobb Elementary School	Bobb	Public-Day	1- 8
Box Elder High School	Box Elder	Public-Day	9-12
Brockton High School	Brockton	Public-Day	9-12
Browning High School	Browning	Public-Day	9-12
Busby School	Busby	Federal-Day-Boarding	1-12
Colstrip High School	Colstrip	Public-Day	9-12
Crow Elementary School	Crow Agency	Public-Day	1- 8
Cut Bank High School	Cut Bank	Public-Day	9-12
Dixon High School	Dixon	Public-Day	9-12
Edgar High School	Edgar	Public-Day	9-12
Frazer High School	Frazer	Public-Day	9-12
Good Shepherd Convent School	Helena	Private-Boarding	7-12
Hardin Junior High School	Hardin	Public-Day	7- 8
Hardin High School	Hardin	Public-Day	9-12
Harlem High School	Harlem	Public-Day	9-12
Immaculate Conception Elementary School	Wolf Point	Private-Day	1- 8

MONTANA SCHOOL DIRECTORY (Continued)
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Lame Deer High School	Lame Deer	Public-Day	9-12
Lincoln Junior High School	Billings	Public-Day	7- 8
Lodge Grass High School	Lodge Grass	Public-Day	9-12
Mountain View School	Helena	State Correctional	9-12
Polson High School	Polson	Public-Day	9-12
Poplar High School	Poplar	Public-Day	9-12
Rocky Boys Day School	Box Elder	Public-Day	1- 8
Ronan High School	Ronan	Public-Day	9-12
Round Butte Elementary School	Round Butte	Public-Day	1- 8
Saco Elementary School	Saco	Public-Day	1- 8
Sacred Heart Academy	Missoula	Private-Day	9-12
St. Ignatius High School	St. Ignatius	Public-Day	9-12
St. Labre Mission School	Ashland	Private-Day-Boarding	1-12
St. Paul Mission High School	Hays	Private-Day	9-12
St. Xavier Elementary School	Missoula	Private-Day	1- 8
Wolf Point High School	Wolf Point	Public-Day	9-12
Wyola Elementary School	Wyola	Public-Day	1- 8

SOUTH DAKOTA SCHOOL DIRECTORY
(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Allen Day School	Allen	Federal-Day	1- 8
Brainerd Indian School	Hot Springs	Private-Boarding	1-12
Cathedral High School	Rapid City	Private-Day	9-12
Cheyenne-Eagle Butte School	Eagle Butte	Federal-Day-Boarding	k-12
Flandreau Indian School	Flandreau	Federal-Boarding	9-12
Holy Rosary Mission School	Pine Ridge	Private-Day-Boarding	k-12
Immaculate Conception School	Stephan	Private-Boarding	6-12
Kadoka High School	Kadoka	Public-Day	9-12
Kenel Day School	Kenel	Federal-Day	1- 8
Kyle Day School	Kyle	Federal-Day	1- 8
Lake Andes Elementary School	Lake Andes	Public-Day	1- 8
Little Eagle Day School	Little Eagle	Federal-Day	1- 8
Loneman School	Pine Ridge	Federal-Day	1- 8
Manderson School	Manderson	Federal-Day	1- 8
McIntosh High School	McIntosh	Public-Day	9-12
McLaughlin High School	McLaughlin	Public-Day	9-12
Murdo High School	Murdo	Public-Day	9-12
Oglala Community School	Pine Ridge	Federal-Day-Boarding	1-12

SOUTH DAKOTA SCHOOL DIRECTORY (Continued)

(SCHOOLS LISTED ALPHABETICALLY BY STATE WHICH WERE ATTENDED BY THE INTERVIEWED POPULATION OF THE STUDY, AMERICAN INDIAN GRADUATES OF JUNE, 1962)

School	Location	Type	Grades
Pierre Boarding School	Pierre	Federal-Boarding	1- 8
Pine Ridge Elementary School	Pine Ridge	Public-Day	k- 8
Porcupine Day School	Porcupine	Federal-Day	1- 8
Rapid City High School	Rapid City	Public-Day	9-12
Rosebud Mission School	Mission	Private-Boarding	1- 8
St. Francis Mission School	St. Francis	Private-Boarding	1-12
St. John's Elementary School	Rapid City	Private-Day	1- 8
St. Joseph's Indian School	Chamberlain	Private-Boarding	1- 8
St. Mary's Mission School	Springfield	Private-Boarding	1-12
St. Paul's Indian School	Marty	Private-Day-Boarding	1-12
Sisseton Elementary School	Sisseton	Public-Day	1- 8
Spearfish High School	Spearfish	Public-Day	9-12
Todd County High School	Mission	Public-Day-Boarding	9-12
Wakpala High School	Wakpala	Public-Day	9-12
West Junior High School	Rapid City	Public-Day	7- 8
White Horse Day School	White Horse	Federal-Day	1- 8
Winner Elementary School	Winner	Public-Day	1- 8
Wood Elementary School	Wood	Public-Day	1- 8